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ABSTRACT

GRADES OR AGES: Four-, five-, and six-year olds. SUBJECT MATTER: Sensory experiences, including tactile, auditory, and visual. ORGANIZATION AND PHYSICAL APPEARANCE: The guide is divided into three sections, one for each of the above sensory areas. Each section lists materials and describes activities; illustrations are interspersed. The guide is mimeographed and spiral bound with a soft cover. OBJECTIVES AND ACTIVITIES: Each section begins with a brief outline of objectives. Following this, the major portion of the section consists of detailed instructions for numerous specific activities, mostly games and songs. At the end of each section, a class inventory lists activities each child should be able to do. INSTRUCTIONAL MATERIALS/ Materials needed for each activity are listed along with the activity description. In addition, there is a short list of commercially available materials at the end of each section. A t the end of the guide there is a bibliography of children's books and a list of references for teachers. STUDENT ASSESSMENT: No provision other than the class inventory is made. OPTIONS: The guide is suggestive only. It makes no mention of timing or means of incorporating the activities described into the total program. (RT)

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# SENSORY EXPERIENCES: Tactile Auditory Visual

Booklet II

Developmental Skills Series

Office of
Prekindergarten-Kindergarten Research Center

SCHOOL DISTRICT OF UNIVERSITY CITY
University City, Missouri

March 1967
(Revised April 1968)

P007025

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Foreword

Activities in the booklet were compiled and designed to be used with four, five, and six year old children. It is during these years that development of the receptive skills is still paramount, as a child at this stage is learning mainly through sensory experiences that bring him into contact with his environment. Visual and auditory senses are the two major channels of receiving information for the normal child. However, the teacher should keep in mind, particualrly in working with the younger children or children who lag behind their peers, that the sense of touch serves as an important means of absorbing stimuli, as well as an important reinforcer of the other two senses. If a child can feel what he is seeing and/or hearing, the activity takes on more meaning for him.

Although the senses of smelling and tasting are an integral part of children's daily lives, the amount of information received and processed through these channels does not warrant separate sections in this booklet.

The booklet is divided into three sections so that teachers can find suggestions which might aid in programming fdr children who need help in developing tactile, auditory, or visual skills.

The revised edition has resulted from the combined efforts of prekindergarten teachers, and kindergarten teachers, and teacher aides. On the following page are the names of those who helped in writing and compiling the contents of the first edition as well as those who were responsible for the changes made in the revised edition. Mrs. Nancy Richard has served as editor of this second edition. When the source of a non-original activity was known, credit was given.

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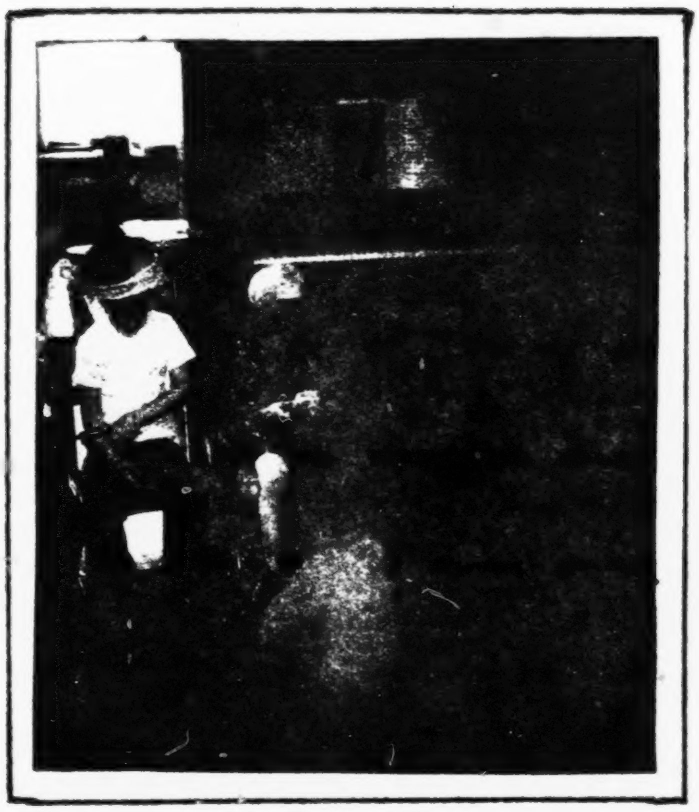
SENSORY EXPERIENCES: TACTILE



Tactile Awareness

The earliest stage of tactile development is awareness...an exploratory phase in which children become familiar with the different "feel" of things. During this stage the child develops the descriptive vocabulary necessary to the more advanced tactile skills: rough, smooth, corrugated, coarse, prickly, spongy, sticky, bumpy. He begins to determine the shape of the objects he touches ... large or small, round or angular, solid or perforated.

AWARENESS

Textured Paintings

On wet tempera, glue or rubber cement, sprinkle table salt, glitter or sawdust. Excess may be dumped off and reused.

Collections

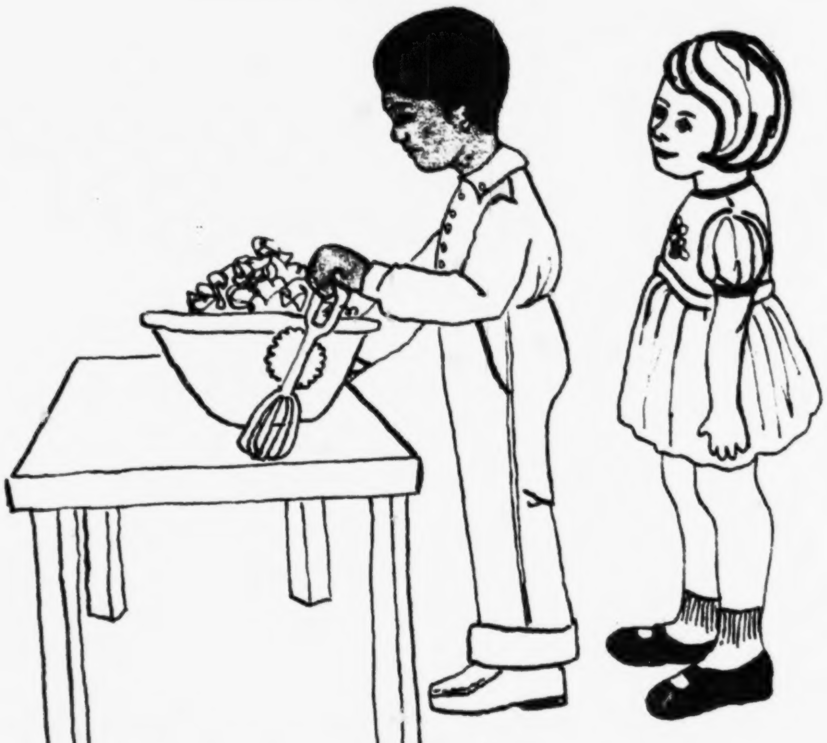
Numerous collections are possible for furthering tactile discrimination:

1. Miscellaneous - cotton, burlap, velvet, fur, screen wire, cellophane, sponge, pipe cleaner: cork, sandpaper, leather, styrofoam, aluminum foil, plastic, metal, etc.
2. Seeds - sweet gum balls, pine cones, black walnuts, maple seeds, cockleburs, horse chestnuts or buckeyes, acorns, catalpa beans, water lily seeds, cocoanuts, milkweed pods, milkweed seeds, cotton bolls, sumac, and various other beans and pods.
3. Balls - styrofoam, cork, rubber, golf, ping pong, wooden, steel, ball fringe.
4. Textiles - see "Fabric Texture", p.4 (T-a).
5. Sandpaper - assorted, from very fine to very coarse.
6. "Bean" Bags - filled with varied materials, such as lima beans, navy beans, split peas, cracked corn, rice, sand, and grass seed.
7. Paper - see "What Paper Is It?", p.13 (T-d)

Whipped Soap

Materials: Hand eggbeater, Ivory Snow, small amount of water, bowl or container, paper.

Procedure: Using a hand eggbeater, let the children take turns whipping Ivory Snow with a small amount of water to a fairly thick consistency. It may then be manipulated like finger paint or heaped in mounds or swirled on paper. Colored construction paper (dry) provides a nice contrast with the white soap; the soap may also be tinted. When a pleasing arrangement is achieved, glitter may be sprinkled on it while wet, or objects (shaped macaroni bits, for instance) may be inbedded in it.



Cuisenaire Rods

Materials:	Duplicate sets of cuisenaire rods.
Procedure:	Have the children pair off and give each child and his partner identical sets of rods, which they hold behind their backs. One child shows one of his rods to his partner, who must, by feeling, select a matching rod. It is advisable to give each child only 3 or 4 rods at first, with distinct variations in length.

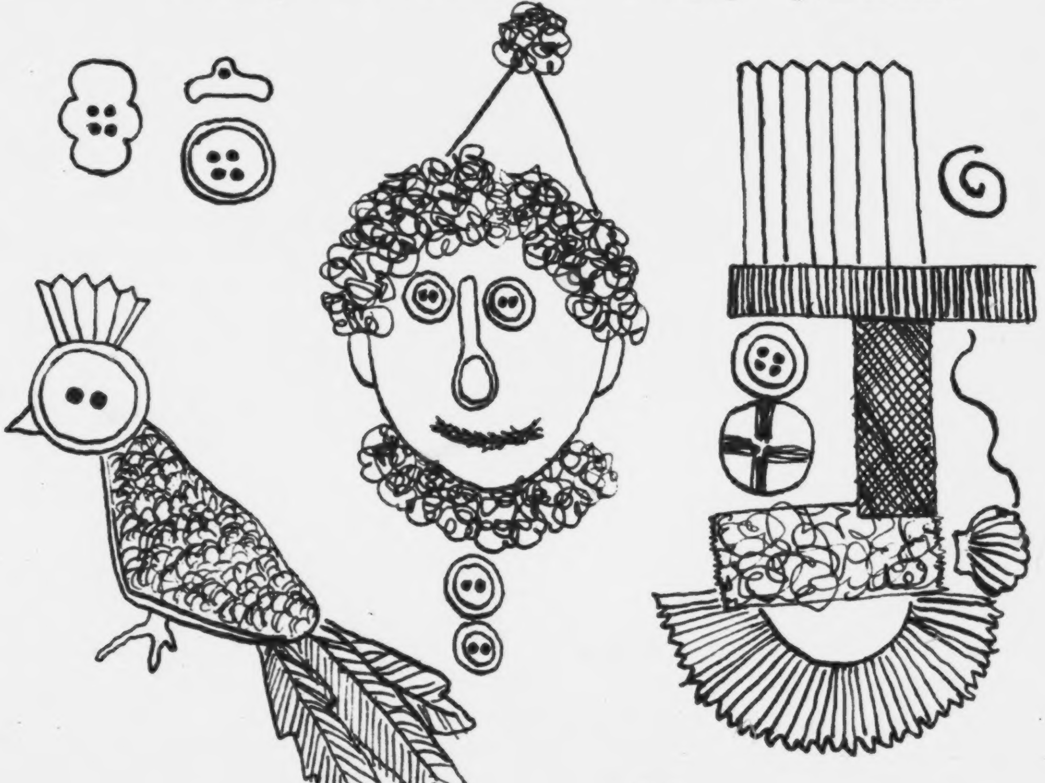
Fabric Texture

Materials:	Swatches of cloth of varied texture (satin, corduroy, velvet, nubby tweeds, upholstery fabric, embossed cotton, seersucker, plisse, cheesecloth, nylon net, flocked fabric, knits, terry cloth, etc.) stapled onto cards.
Procedure:	These swatches may be sub-grouped according to fiber source to show the multitude of ways the same fiber can be woven. These swatch cards can be used:

1. Individually, as a "free-choice" activity.
2. As a matching game (if two swatches of each texture are prepared), with a child being blindfolded, then given one card and having to feel for a matching card.
3. In conjunction with a group discussion of the clothing the children are wearing, comparing, describing, noting likenesses and differences of texture.

Collages

Materials:	Corrugated paper, fluted muffin or candy cups, pipe cleaners, buttons, wooden Dixie Cup spoons, cotton, yarn, aluminum foil, carpet remnants, lace paper doilies, ribbons, feathers, colored paper, paste, glue, stapler.
Procedure:	Combining materials of a wide variety of texture into collages provides a richer experience than merely using flat, smooth media. Children cut or form the chosen material into the shapes they wish, then arrange them on colored paper or cardboard, and then paste or glue or staple them down.
Variation:	This activity may be preceded by a simpler activity in which the children imbed the collage materials in a clay "pancake."

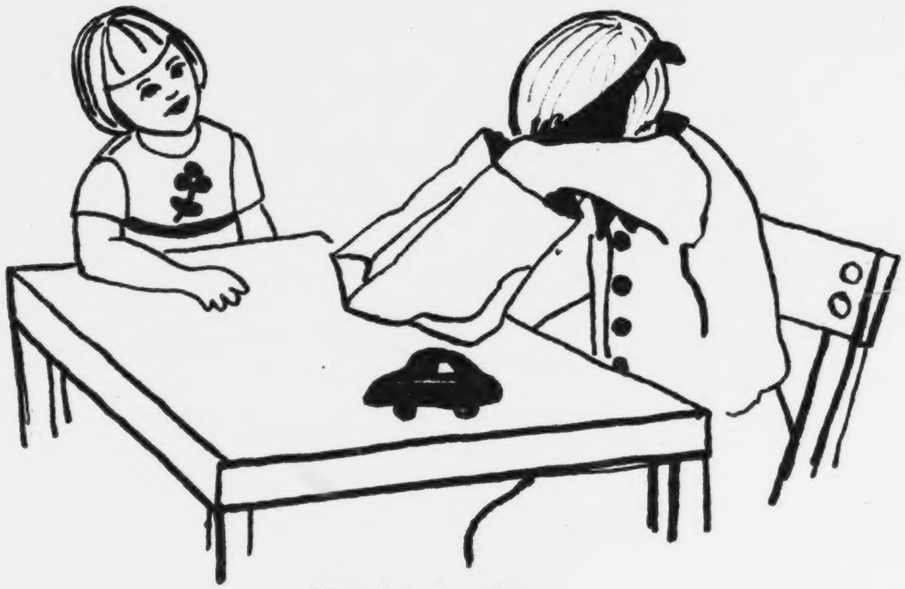


MATCHING

Find the Mate

Materials: Paper sack, duplicates of a number of objects, such as pencils, chalk, socks, mittens, crayons, toys, etc.

Procedure: Place two of each kind of a number of objects in a paper sack. Have the children reach in the sack without looking and see if they can remove two like objects. They may also be asked to identify them.



Mystery Bag

Materials: Varied textured objects, paper bag.

Procedure: The children take turns reaching in (with eyes gazing out the window or fixed on a prescribed object to prevent seeing what they are getting), grasping one item, feeling and describing it. They may then pull it out and show the rest of the class

Matching Textures

Put an object into a child's hands, which are held behind his back. He must use just one word to describe how it feels. Then he (or another child) reaches, without looking, into the Mystery Bag (see "Mystery Bag") and finds an object which can be described with the same word.

Tag An Object

Materials: Various objects, name tags for each child, with tape attached.

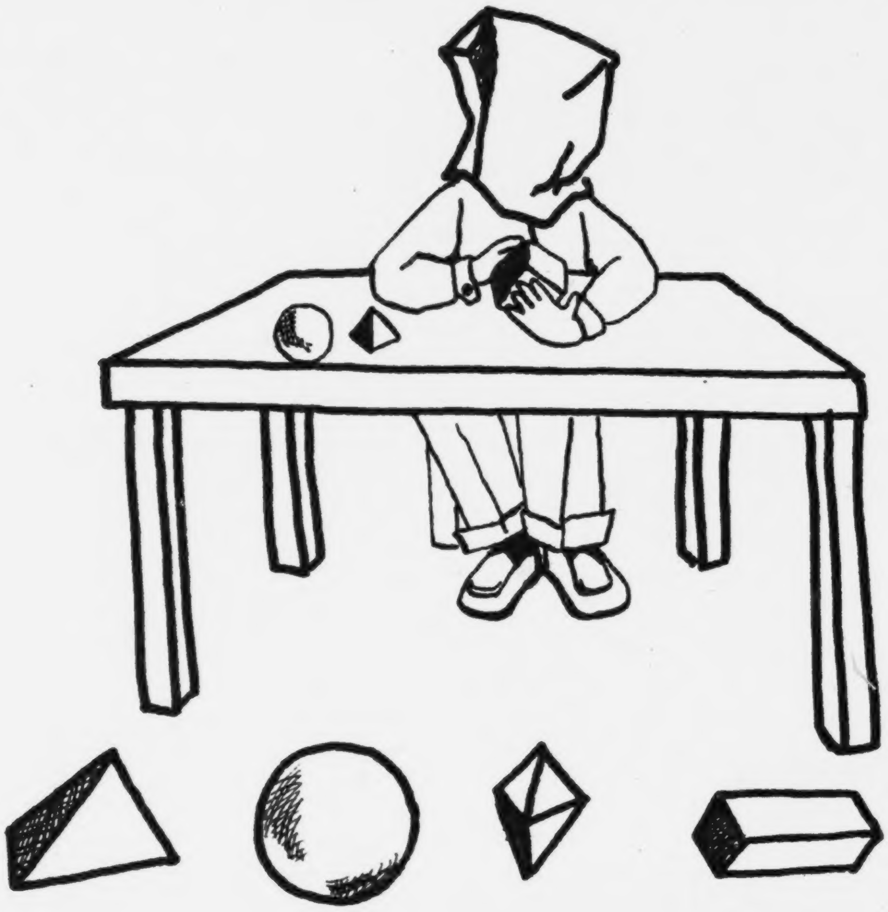
Procedure: Place on a table as many objects as there are children. Have a name tag for each child, with a piece of tape extending from one end. Blindfold several children at a time and whisper the name of one object on the table to each child. They try to locate their objects by feel and attach their name tags to them. They may then remove their blindfolds to see if they selected the right objects.

DISCRIMINATION

Geometric Shapes

Materials: Sack, templates, insets, geometric "solids."

Procedure: Place a roomy sack over a child's head, and have him feel and identify one shape placed in his hands. This can be done by using templates, insets or geometric "solids."



What Is It?

Place a number of objects in a sack, naming each one as you drop it in. Choose one child to be "it". With eyes fixed elsewhere, he reaches into the sack, grasps an object and feels it without removing it or looking at it. (The teacher looks in so she knows which object he has grasped.) "It" describes the object (without telling its use). The other children try to guess what it is.

Variation: Instead of "it" describing the object, the other children can ask questions about it until someone guesses it.

Heavy or Light

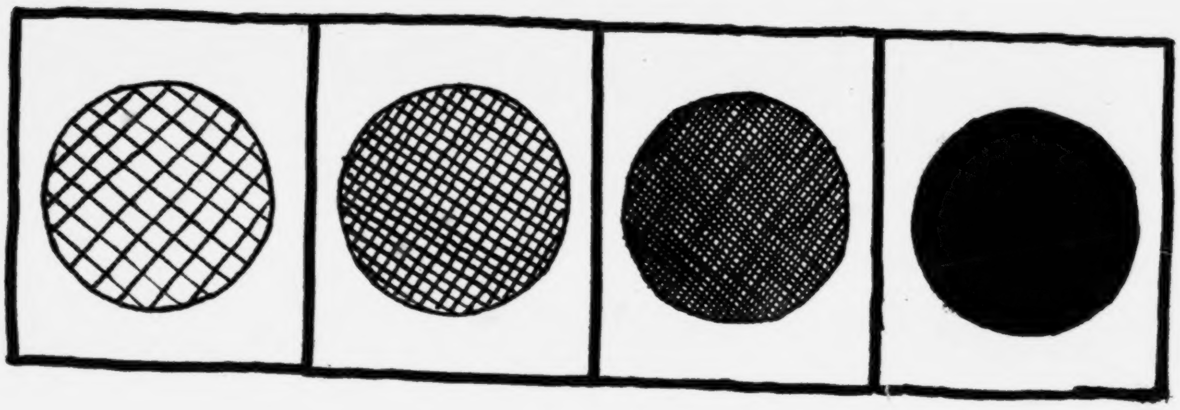
Materials:	Objects varying in weight (paper circle, feather, cotton ball, leaf, ribbon, ping pong ball, magnet, block, bottle of glue, chalkboard eraser, book, metal toy).
Procedure:	Scatter objects on the table or mat, at random, in front of the child. Ask him to sort the heavy objects on one side and the light on the other.
Variation:	The above activity has numerous variations: to bring forth not only the heavy-light discriminations, but also the rough-smooth, and soft-hard.

Homemade Tactile Cards

Materials: Cards, glitter glue, roving (heavy yarn), sandpaper.

Procedure: The following materials can be used for writing (or drawing) i.t.a. symbols, geometric shapes, numerals, or letters on cardboard.

1. Glitter glue - can be purchased commercially, or glue may be applied in the desired shape and glitter sprinkled over it.
2. Roving - very desirable, because it is so thick; as children become more adept at identification, smaller diameter yarn may be used.

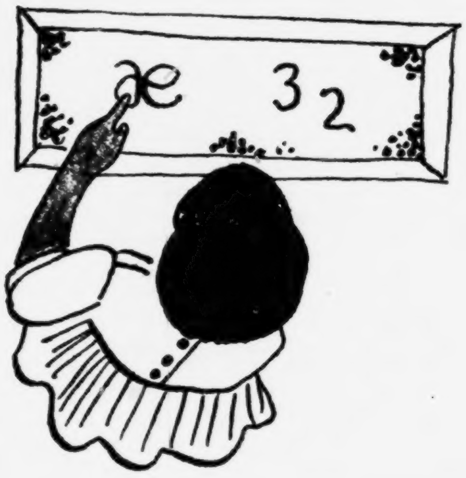


3. Sandpaper - any grade; one possibility is to use a progression of different grades for the same symbol or shape, ending with an untextured, inked symbol.

The cards can be placed on a shelf for free access by the children during play period, or may be used as a group game, with children taking turns holding the cards behind their backs and guessing, by feel, what is on the card.

Sand Trays

Materials:	Shallow wooden box, or cardboard box, white sand.
Procedure:	Construct a shallow wooden box and cover the bottom with black formica. Pour into this a thin covering of white sand. The children may then write numerals, letters, or i.t.a. symbols with their fingers in the sand. A cheaper, easier, but less satisfactory substitute is a shallow cardboard box with the bottom painted black.



Objects in Sand

Materials: Objects of varied contour, sand table.

Procedure: Place objects of varied contour or texture on sand table and cover with sand. Children reach into the sand, grasp an object, and try to identify an object before pulling it out.

Touch Commands

Have the children close their eyes, then tell them to touch their knees, elbows, shoulders, cheeks, ankles, etc.

Touch Tag

Four or more children can be "it" at once. They follow commands such as "touch something soft", "touch something rough","something round", "hard","narrow", "sharp", "low", "thick", etc. The first "it" to respond correctly stays in the game; the other three choose replacements, and the game continues.

Find the Partner

Materials:	Sets of things that go together; comb-brush, pencil-paper, doll's cup-saucer, hammer-nail, coins-coinpurse, knife-fork, shoe-shoelace, bottle opener-bottle cap.
Procedure:	Sets of things that go together are placed in a paper sack. A child closes his eyes, reaches into the sack, takes out an object, looks at it, and names it. Then, with eyes closed, he reaches in again and finds by touch the "partner" of the one he took out.

Who Can Find It?

Materials: Assorted objects, bag or box

Procedure: Place assorted objects in a box or bag. Have the children reach in without looking and find, by touch, the correct item.

Sample commands:

Find something you pound with a hammer.
Find something you drink from.
Find something you write with.
Find something with wheels.
Find something you paint with.

What Paper Is It?

Materials: Waxed paper, tissue paper, facial tissue, drawing paper, plastic wrap, sand paper, aluminum foil, blotting paper, paper towel, paper napkin, wrapping paper and cardboard.

Procedure: Assemble on a table a collection of the various paper items. Allow time for the children to feel them. The children, in turn, stand with their backs to the table, hands behind back. The teacher places one of the items in the child's hands, and he tries to guess what it is.

Practical Applications of Tactile Materials

For easy-to-fasten painting shirts, sew one part of a short strip of nylon Velcro tape to each side of the neckbank of a man's shirt (to be worn backward). The children can then fasten them easily by feeling behind their necks for the rough patch on each side, and pressing them together.

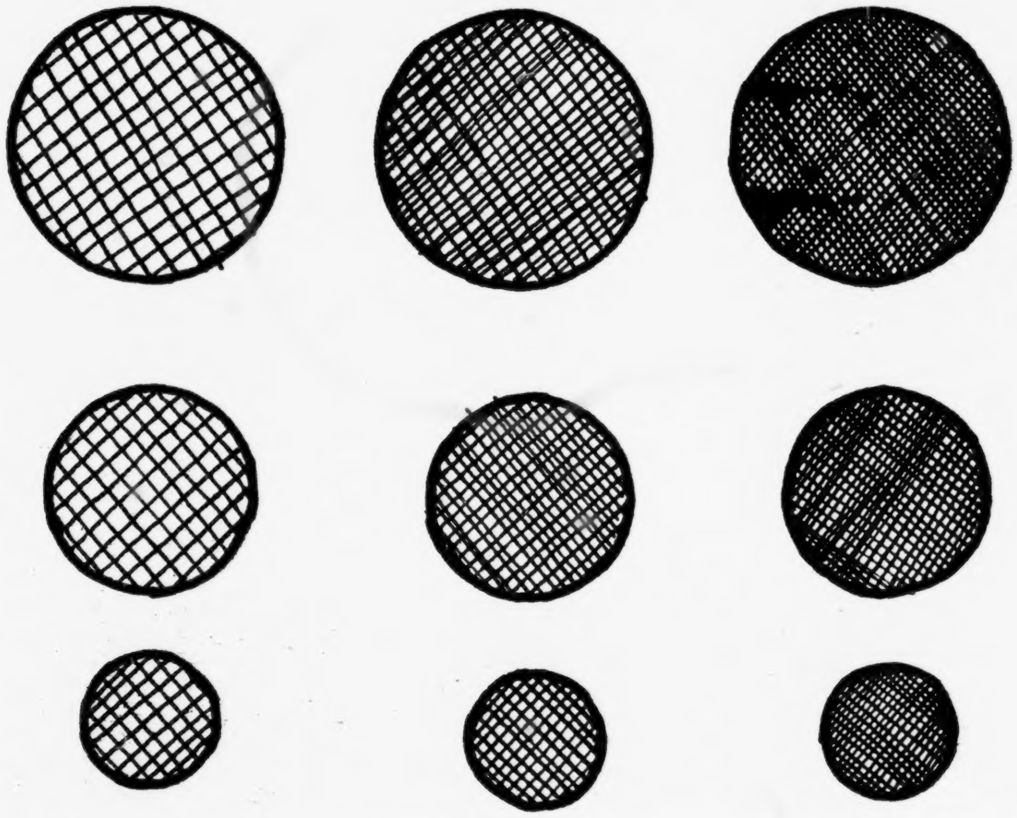
For over-active children who will not stay seated at a desk or table, it has been found successful in some cases to glue or otherwise affix a patch of textured material to his table, with the child instructed to keep a finger on that patch.

Sandpaper Shapes Games

Materials: Nine each of sandpaper circles, squares, triangles, rectangles, diamonds, small box.
Three grades of sandpaper are used to make each shape in three sizes. Make each size in the three grades of sandpaper.

Example: Circles ....make three large size, one in each grade of sandpaper; make three small size, one in each grade of sandpaper. Repeat for each shape. Back each piece with cardboard using three colors.

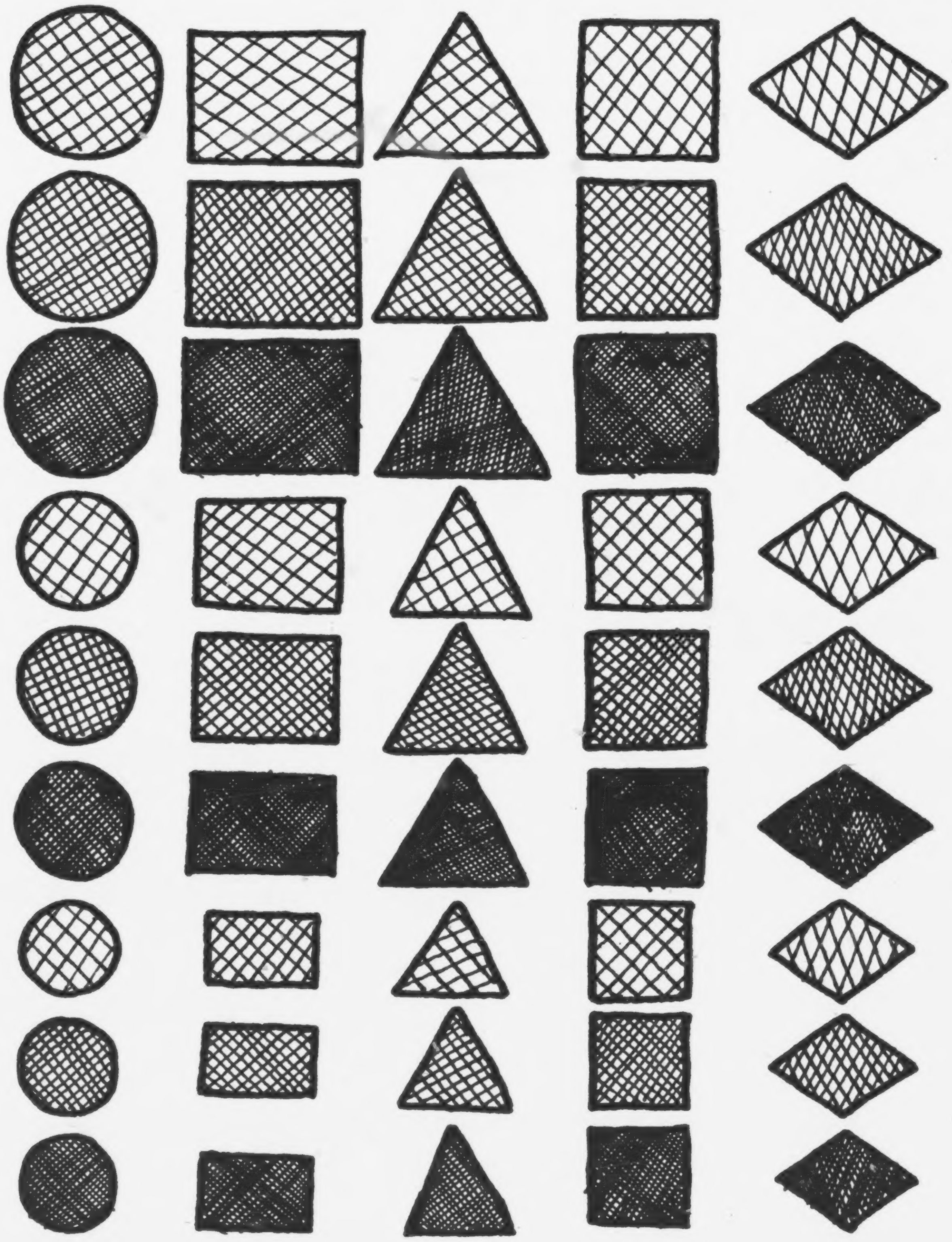
Example: Large circles...one red, one blue, one white back. Small circles.. one red, one blue, one white back. Repeat for the other shapes.



Procedure: Game #1: The child reaches into the box, feels one piece and guesses its shape. If he is correct he keeps it in front of him; if not he puts it back and it is the next child's turn. As the children get more adept, they try to guess the size and texture. A chart showing all five shapes and all three sizes and three textures is an aid toward discrimination in the early playing of this game. (See illustration on following page.)

Game #2: For a Piaget-type activity, ask the children to divide the collection into different piles, but everything in the same pile must be alike in some way. Ask the children to verbalize in what way they are alike: texture, shape, size, or color of back.

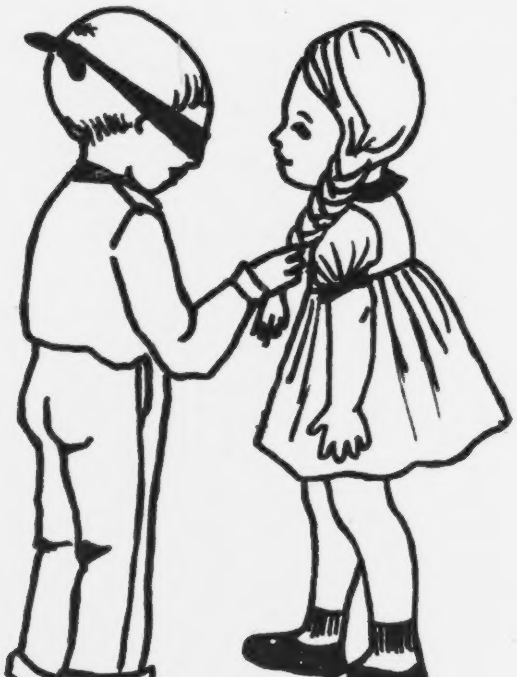
Game #3: Give directions, such as, "Bring me all of the triangles." Find the roughest middle-sized diamond." "Bring me all of the medium-rough shapes." "Put all of the smoothest circles in a row from the smallest to the largest," etc.



MEMORY

Guess Who?

Eight to twelve children form a circle around a child, who is instructed to take a good look at the hair, clothing, jewelry, accessories, etc., of the children before being blindfolded. They walk around him until he says "stop". Then, with arms extended, he walks until he touches a child. He feels that child's clothing, hair, etc., and guesses who it is; his blindfold is then removed so that he can see if he guessed right. Game resumes with a new "it".



Memory Game

The first child touches something in the room and says "No. 1 is smooth" (or soft, rough, sharp, etc.). The next child touches the same thing and repeats what the first child said. Then he touches a different object and says: "No. 2 is _________." Each child in turn repeats all those previously described and adds a new numbered object, using a descriptive word. If a child makes a mistake, he has to sit down. Play continues until it becomes so difficult that no one can successfully follow the sequence.

Commercial Materials

A. Daigger & Co.: 159 West Kinzie: Chicago, Illinois.

Bases for Large Geometric Solids: 16 forms cut to exact shape of the flat surfaces of the set of Large Geometric Solids.

Bases for Small Geometric Solids: 22 hardwood solids.

Broad Stair: 10 rectangular solids of the same length, but varying in size of the cross-section.

Cylinder Blocks: each block has 10 wells to accept 10 varied cylinders:
#17 cylinders all same height, diameters vary
#18 cylinders all same diameter, vary only in height
#19 diameter and height vary from smallest diameter, shortest, to largest diameter, tallest
#20 diameter and height vary from smallest diameter tallest, to largest diameter, shortest.

Designer Plastic Mosaics: plastic tiles with raised edges; two sizes of triangles and rectangles.

Fabric Set: large duplicate pieces of 6 fabrics, varying in texture from very fine to coarse.

Commercial Materials(con't.)

Insets and Frames: 10 metal geometric shapes and designs with corresponding frames.

Large Geometric Solids: 13 hardwood solids.

Long Stair: 10 hardwood rods with the same size cross-section, but varying in length.

Number Rods: 10 large wooden rods, varying in length, to show number value and relationships.

Pink Tower: 10 hardwood cubes to develop discriminative sense of size.

Sandpaper Letters: lower case and upper case.
(48A) (48B)

Sandpaper Numbers: on large masonite tiles, from 1-10.

Sandpaper Touch Boards: #35-First Touch Board - ½ of surface covered with sandpaper.
#36-Second Touch Board - 5 strips of sandpaper, alternately spaced on smooth board, all strips the same grade.
#37-Third Touch Board - 5 strips of graded sandpaper (extra-fine to coarse, alternately spaced on the smooth board.

Commercial Materials (con't.)

Small Geometric Solids: 22 hardwood solids.

ASACO: 220 West Madison Street: Chicago, Illinois.

Impression Trays: depressed letters and numerals into which modeling compound is pressed.

See and Touch Alphabet Cards: reflective beads on washable styrene: #ST-8 Numerals 1-10
#ST-9 Number-Dot Set 1-10.

Constructive Playthings: 1040 East 85th. Street:
Kansas City, Missouri.

Sand and Water Play Table.

Creative Playthings: Princeton, New Jersey.

Kinesthetic Numbers: 11 Masonite plaques with sandpaper numerals from 0-10.

Numberite: plywood pieces with numerals; have notched edges for fitting together in sequence; pegs fit into holes.

Sculpey: plastic modeling material; soft, pliable, yet doesn't harden on exposure to air, but can be hardened by baking.

Texture Box: 2" x 3" rectangles of 24 varied textures of cloth, fur, leather, rubber, cork, etc.

Commercial Materials(con't.)

Raised-Line Writing Kit: rubberized clipboard holds mylar plastic sheets; large diameter ball-point pen produces a raised line, so that children can "feel" writing, numbers or drawings; includes 40 mylar sheets.

Cuisenaire Company of America, Inc.: 9 Elm Avenue; Mount Vernon, New York.

Cuisenaire Rods: modular, color-cued rods for feeling differences in length, relationships, etc.

Hoover's Playways: 1511 Baltimore: Kansas City, Missouri.

Fit-A-Space: 16 crepe rubber round form boards, with 52 assorted diamonds, squares, hearts, stars, etc. cut from the form boards.

Giant Kinesthetic Dominoes: white beaded dots on black lacquer cards; 28 dominoes, 8½" x 4¼", through double six.

Number Fitting Board: posts arranged in groups of 1-5 on a board; 3 squares with corresponding numbers of holes drilled in them to fit each group of posts.

Commercial Materials(con't.)

Milton-Bradley Co.: Springfield, Mass.

Geometric Figures and Solids: 17 plane figures and 22 solids.

Glitter-Tone Liquid Sparkle: a mixture of glitter and glue, useful for "writing" letters, numerals, i.t.a. symbols, and geometric shapes, available in gold, silver, copper, blue, green, red, white, and multi-color.

Mor-Pla (R.H. Stone Products): 18279 Livernois: Detroit,
Michigan.

Kinesthetic Alphabet: 3-D plywood letters 4" high, ½" thick; all capital and lower case letters.

Kinesthetic Number Block Set: children can "feel" size and proportion of number relationships; numerals appear on one side of each block; two of the Number One size blocks equal in size the Number Two Block, etc., up to 10.

Western Printing & Lithog. Co.: 1220 Mound Avenue
Racine, Wisconsin.

Fuzzy-Wuzzy Pre-School Frame Tray Puzzle: (flocked pieces).

Commercial Materials (con't.)

Winter Haven Lion's Research Foundation: Box 1045: Winter
Haven, Florida.

Templates: set of 6 heavy cardboard templates of basic geometric shapes.

SENSORY EXPERIENCES: AUDITORY

Auditory Skills

As much of the teaching of young children is done through the verbal channel, it is especially important for children to hear and remember what is said, and the way it is said. A child who "never listens", or who cannot follow directions, needs help in learning what to listen for, in distinguishing between like sounds, and in remembering what is said.

Some children have been inadvertently trained to cut out auditory stimuli. With these children, it is necessary to be sure you have their undivided attention before you give any instructions. It is more effective with these children to use a non-auditory attention-getting sign. Turning off the lights with a large group can be effective, if they know what it means. With some children, a hand on the shoulder or hands is especially helpful in getting their undivided attention.

While giving directions, face the children and speak very clearly. Facing the children directs their eyes to you and helps hold their attention.

Until memory is built up, complicated or lengthy directions may go through without any retention. Instead of repeating instructions, cut down the amount to be remembered and the child will have a better chance to comply.

Some of the activities included are designed to give children practice in developing attention and listening. Others are included to give children practice in telling differences between sounds, in increasing their ability to remember what they hear, and in building auditory comprehension.

To help the teacher identify children who have trouble auditorily, a segment of a class inventory check list has been included in the booklet on p.68 .

ATTENTION

General Activities

1. Activities which call for responding to an auditory stimulus by cue aid in developing attention. Games such as "Fruit Basket Upset", and "Musical Chairs", in which the children respond motorically to an auditory clue are good for practice in attentiveness. "Simon Says" requires the same kind of skill.

2. Games which involve an awareness and identification of sound sources in the immediate environment also increase listening ability.

3. Activities which require following simple directions call for skill in listening attentively.

Teacher, May I?

Materials: None

Procedure: The children stand on a line and "It" stands out in front. "It" calls a child's name; i.e., "Mary, take five giant steps (or baby steps) forward (or backward)". The child must say, "Teacher, may I?" If "It" or teacher says "yes", the child takes the steps. If the child forgets to ask permission, he must sit down, and "It" calls another person. The last one standing can be the new "It".

Variations: 1. Instead of calling a child's name, "It" may say, "All those who have on red (or another color) may take three baby steps, etc."

2. Instead of saying "Teacher, may I?" the child must follow a prescribed motion, such as hands on hips, before following directions.

Little Red Fox

Materials: Tom-tom or drum

Procedure: One child plays the part of an Indian Scout, and as the children sit in a circle, legs crossed, he stops in back of another child and taps on the tom-tom or drum...in a pattern to represent "come with me"...three slow beats. When four or five children are following him, he changes to a rapid pattern of three short taps, meaning "hurry home". Each of the children following him hurries back to his place in the circle before being tagged by the drummer.

Butterflies and Daisies

Materials: None

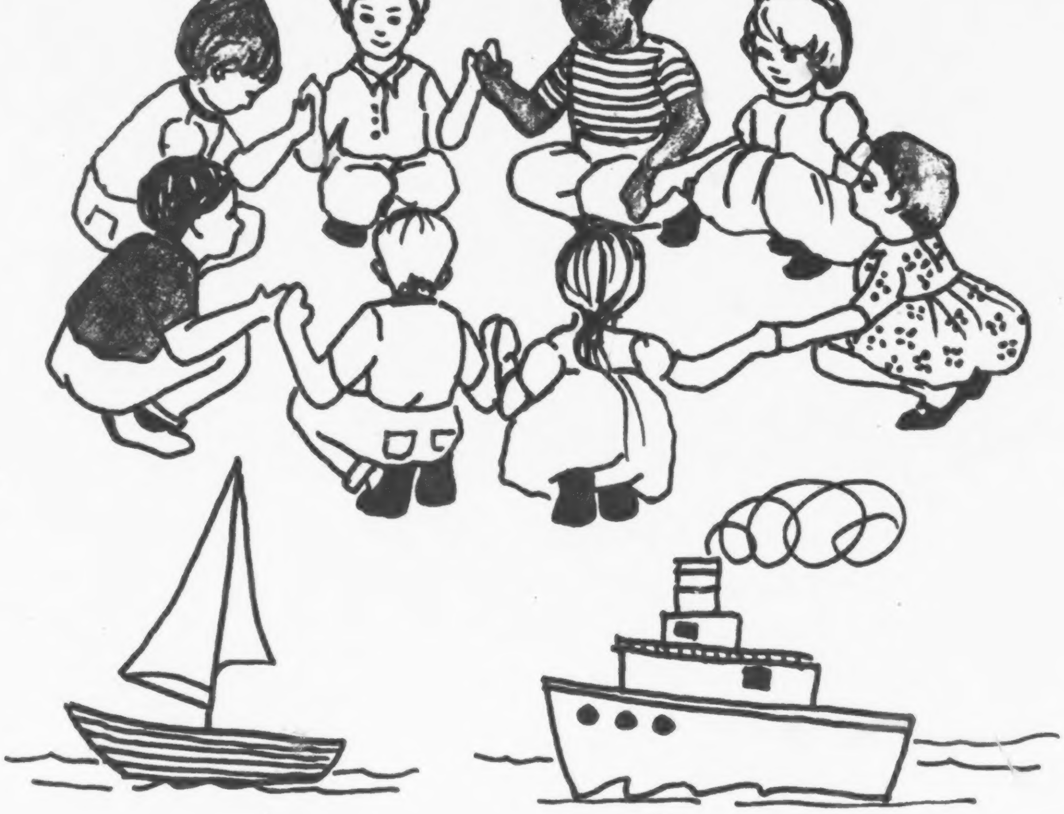
Procedure: One half the group is butterflies, the other half is daisies. Daisies stand in scatter formation. The "butterfly" children move among the "daisies" while the music plays and when it stops, the "daisies", attempt to touch the nearest butterfly in order to change places. They may not move their feet.

The Big Sailboat

Materials: None

Procedure: With hands joined, the children walk around in a circle chanting the verse.

"Three times round went the big sailboat,
And three times round went she;
Three times round went the big sailboat,
Then she sank to the bottom of the sea."



On the word "sank" the children stoop quickly and remain squatting until the end of the phrase.

The children then make the noise of puffing steam as they arise. With hands clasped, the children skip around chanting words of the second verse:

"Three times round went the big steamboat,
And three times round went she;
Three times round went the big steamboat,
Then she sank to the bottom of the sea."

Still holding hands, the children run in a big circle, chanting:

"Three times round went the ocean liner,
And three times round went she;
Three times round went the ocean liner,
Then she sank to the bottom of the sea."

If the space is limited, the children can make a double circle.

Variation: On signal, all stoop and continue walking with bent knees. When signal given; is given again, all stand up and continue walking.

Change Ways

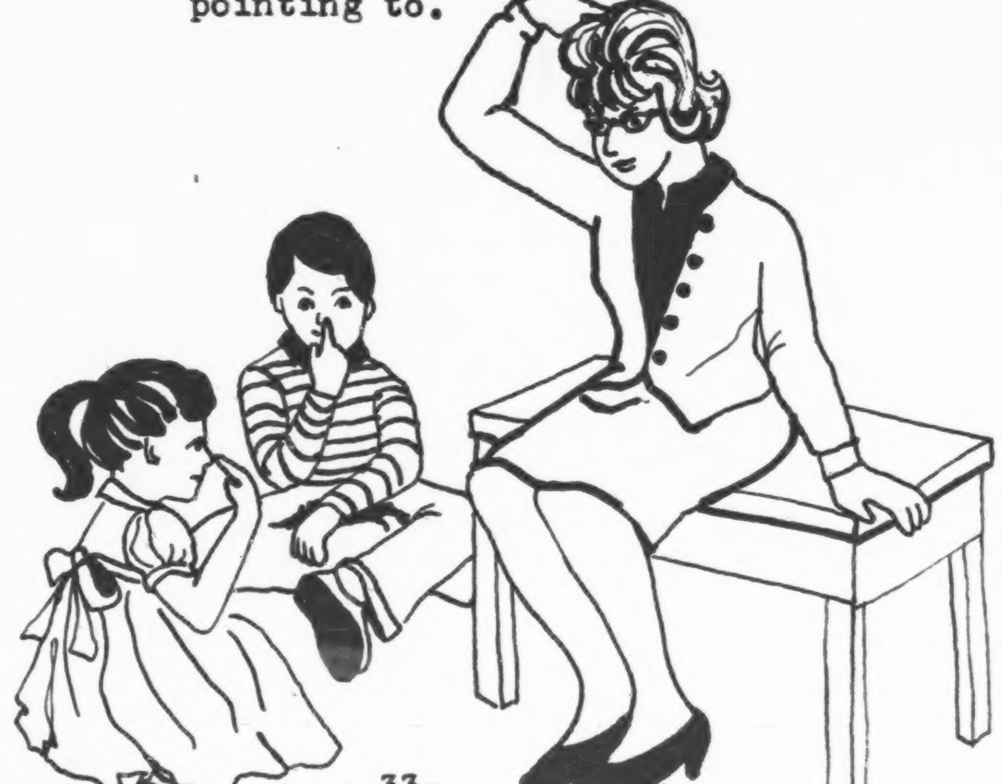
Materials: None

Procedure: The children, in single file, walk clockwise around a circle. When the teacher gives the signal, all turn quickly and walk in a counterclockwise direction.

Mix-Up

Materials: None

Procedure: The teacher sits or stands in front of the class, pointing to one part of the body, i.e., nose. She says nose, and changes what she is pointing to, while still saying nose. Children are to point to what teacher says, instead of what she is pointing to.

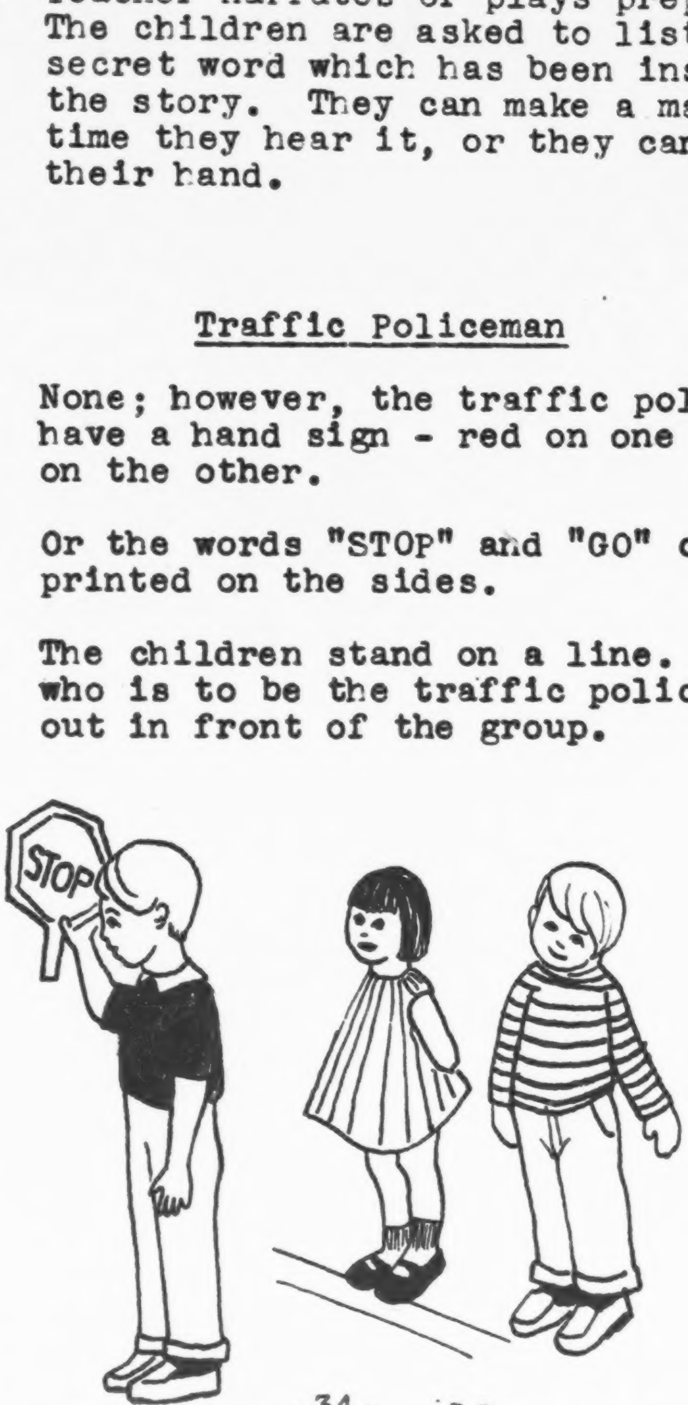


Secret Word

Materials:	Familiar story could be prepared on tape.
Procedure:	Teacher narrates or plays prepared tape. The children are asked to listen for the secret word which has been inserted into the story. They can make a mark every time they hear it, or they can hold up their hand.

Traffic Policeman

Materials:	None; however, the traffic policeman could have a hand sign - red on one side, green on the other. Or the words "STOP" and "GO" could be printed on the sides.
Procedure:	The children stand on a line. One child, who is to be the traffic policeman, stands out in front of the group.



If the traffic policeman says, "Green light", the children run towards the opposite line. If the policeman says, "Red light", they must stop right where they are. If he says, "Yellow light", the children walk towards the opposite line. The object of the game is to touch the opposite line and return to the starting line. If the policeman sees anyone moving during the "red light", he will call his name and that child must return to the starting line.

Caution: Do not use a wall for a boundary. The children will run and place their hands up to stop, which may result in an injury.

Variation: Use a hand traffic signal as described on preceding page. The policeman now calls out the step the children are to use as they move; i.e. "run" or "walk", etc.

Dog and Bone

Materials: Noise maker, eraser, pieces of paper.

Procedure: A child (dog) sits on chair with back to group. An object, "bone", is placed under the chair. A second child tries to remove the "bone" without making any noise, and runs to his seat. If he succeeds, he becomes the "dog." As soon as the "dog" hears a noise, he may run after the other. If he catches the other, he remains the "dog."

It is suggested that at first the "bone" be a noise maker, so the dog would have practice picking up a definite sound. Later "bones" might be an eraser, or a piece of paper.

Giants, Dwarfs and Men

Materials: None

Procedure: The children stand in a line side-by-side. When the leader says "giants" the children are to stand up very tall; when the leader says "dwarfs", the children stoop down; and when the leader says "men", they stand normally.

Numbers

Materials: None

Procedure: Tell the children they are to listen for a number or color, and when they hear the leader say a number, they are to clap their hands.

Just Now

"Listen while I read some directions. You are to do what you hear, but wait until you hear the words 'just now' before you start":

1. Clap your hands once. Just now.
2. Tap your foot twice. Just now.
3. Clap your hands once and then put them on your waist. Just now.
4. Touch your knees, and then the floor. Just now. (The above can be made more difficult by increasing the commands to three and then four.)

Who Am I?

Materials: None

Procedure: One child sits on a chair facing the teacher, with his back to the group. Signal a child to come and knock on the back of the chair. The child sitting on the chair says "who is knocking at my door?" The child knocking makes the sound of an animal (or perhaps a household machine), and the child sitting in the chair tries to guess what animal sound was made.

Listening Walk

Materials: None

Procedure: The children go for a listening walk. They take a walk through the school, or outside, and listen to all the sounds they hear. When they come back to the class, they tell what they have heard.

What Is It?

Materials: None

Procedure: Have the children close their eyes, and the teacher makes various noises in the classroom; then the children try to tell her what the sound was. For instance, the teacher may:

1. Write on the chalkboard
2. Close the door

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3. Walk across the room
4. Open the window
5. Move a chair

Variations: The teacher sits behind a screen. She makes various noises, such as:

tearing paper
crumpling paper
clapping hands
pouring water
snapping fingers
juggling money
shuffling cards
banging blocks
blowing whistle
shuffling feet
clicking tongue
chattering teeth

Count the Times

Materials: None

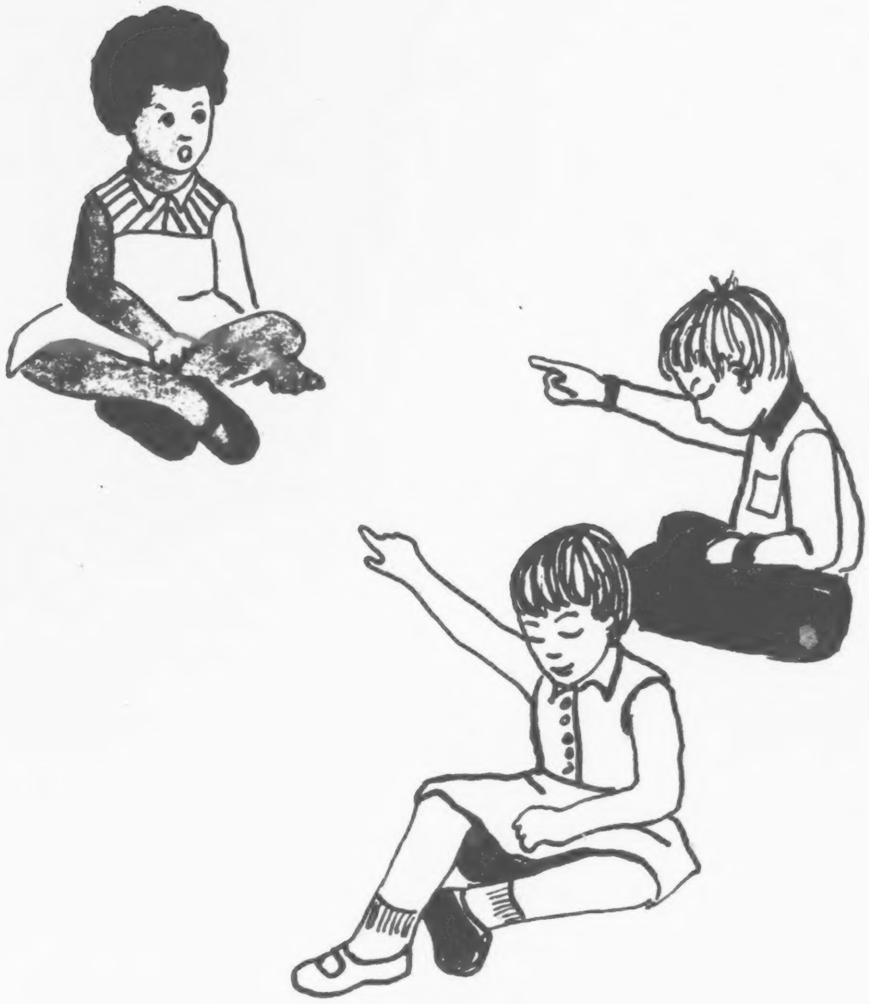
Procedure: Ask the children how many times something is being done:

bouncing a ball three times
tapping a desk once
knocking on the door once
clapping hands twice.

Kitty

Materials: None

Procedure: The children sit around the room and close their eyes. "It" touches one child who will be the "kitty". The children, keeping their eyes closed, point in the direction of the child making the sound of a kitty.



Where's the Birdie?

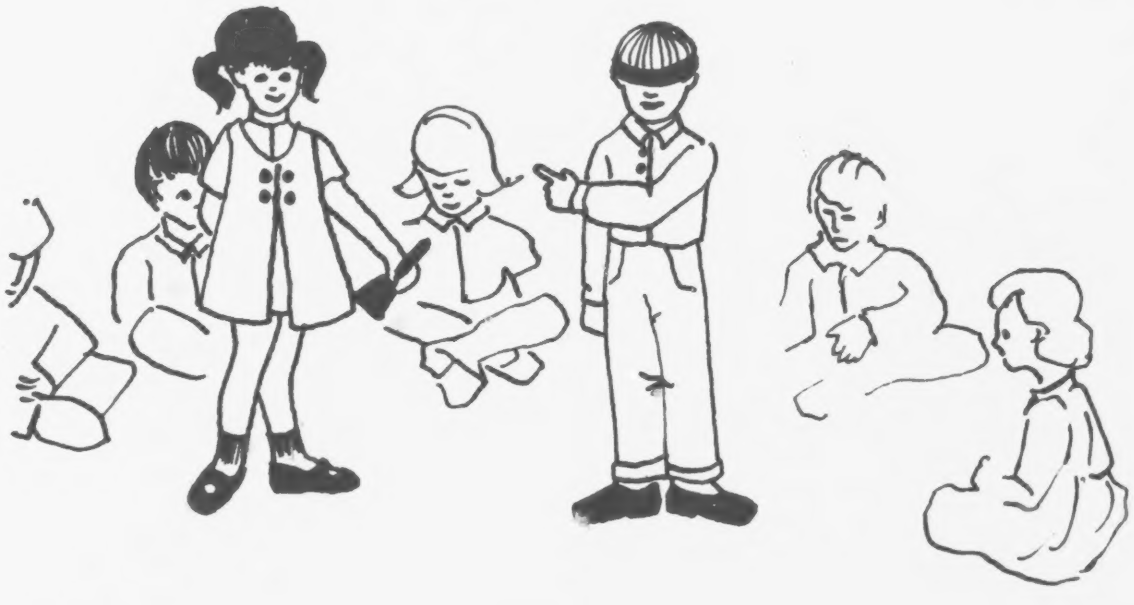
Materials: None

Procedure: One child is chosen to be "it", and leaves the room. The remaining children sit on the floor in various locations. One is chosen to be the "birdie". When the first child returns to the room, all the children cover their mouths with their hands, and the "birdie" cheeps. The first child guesses who is making the sound.

Bellringer

Materials: Bell, blindfold

Procedure: The group forms a circle with one blindfolded in the center. A second child enters the circle ringing a bell. The blindfolded child is to find the bellringer.



Tick, Tock Where Is the Clock?

Materials: Loud ticking clock

Procedure: One of the children is chosen as "it", and is sent out of the room. A loudly ticking clock is hidden somewhere in the room, and "it" is called back in. "It" must then try to locate the clock by the ticking.

Hear and Do

Materials: Assortment of objects; i.e. pencil, paper, eraser, chalk, book, etc.

Procedure: Place an assortment of objects on a table; a pencil, some paper, an eraser, some chalk, a book, etc. Then give directions regarding the different objects and the child is to follow the directions:

1. Put the eraser on the floor
2. Take the paper to John
3. Place the pencil on the chalk tray.
4. Take the eraser and put it in the closet.

If an impossible instruction is given, such as "bring me the window", the child must stay seated. This helps control impulsive actions.

Colors Do

Materials: None

Procedure: Have the children name the colors they are wearing; then have them listen to the directions and follow them:

1. If you have on red, touch your head.
2. If you have on blue, raise your hand.
3. If you have on yellow, hop twice.

Variation: Children wearing color named stand up. Music is played on piano or record. Children listen and adapt to changes in tempo - walking, skipping, galloping, etc.

Listen and Do Stories

To increase attentiveness, tell a story or poem to the children. In the story, have things for each child to do; i.e.:

Mary had a little lamb,
John close the door,
It's fleece was white as snow...

Where Is the Sound?

Materials: Bell, clapper, animal noise maker, etc.

Procedure: Blindfold child and make sound to the right of him. Direct him to turn or point to direction from which the sound came. Later move to various positions in the room and present the sound.

Variation: Child moves toward the sound while blindfolded. Make sure there are no obstructions.

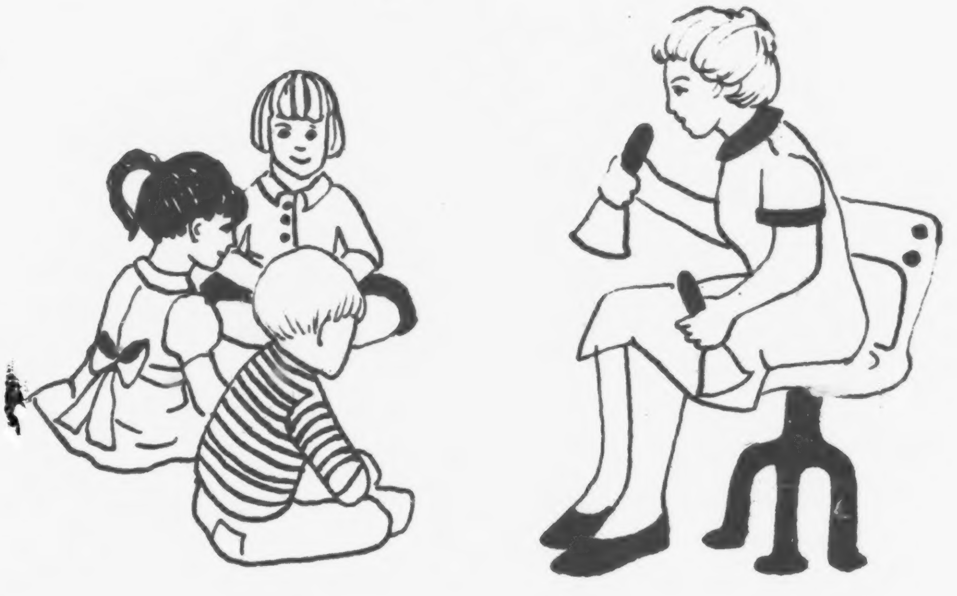
DISCRIMINATION

Activities in this section develop the child's ability to discriminate between like and/or unlike sounds.

High and Low, Loud and Soft

Materials: Piano, xylophone or tuned bells.

Procedure: Using the instruments, play sounds of different pitch. Also, use the same tone but soft or loud.



What Animal Am I?

Materials: Animal soundmakers

Procedure: Children identify the animal that makes the sound they hear. At first children may be given pictures of the animals they are going to hear. This simplifies the activity by eliminating animals not pictured.

Tom-tom Drum Beats

Materials: Drums

Procedure: Play rhythmic pattern. Repeat it. Children hold up their hands only if the pattern changes. As children gain experience and confidence, have them clap the rhythms, indicating the changes. This aids in auditory memory.

Matching Sounds Game

Materials: Ten Polaroid fixative tubes, seeds, sand, buttons, rice, macaroni, BBs, etc.

Procedure: The small, black Polaroid fixative tubes can be made into a matching sounds game by using ten of them. Paint five lids blue and five red. In each pair of cans (1 red and 1 blue), put objects causing the same sound (various seeds, sand, small buttons, rice, macaroni, BBs, etc.) The children must match the paired tubes.

Soft-Loud, Far-Near

Materials:	None
Procedure:	One child leaves the room. Hide an object somewhere in the room. The child returns to the room, and the children clap loudly as he approaches the object, or softly as he moves away from it.

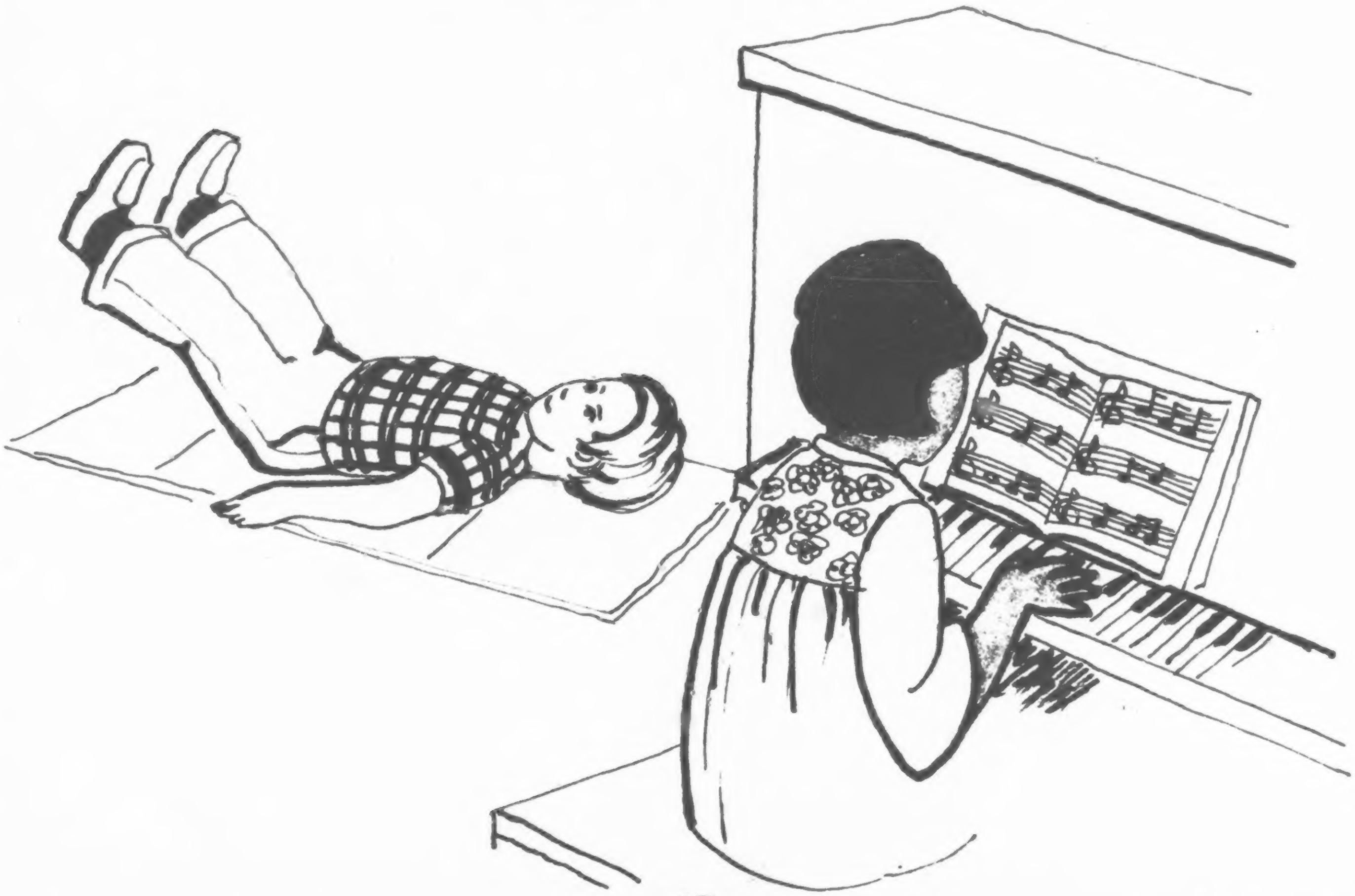
Octave

Materials:	Set of bells
Procedure:	To help teach the differences (high-low) in pitch, give out a set (one octave) of bells, one to each of eight children. Let each child get himself in the right order (from low "do" to high "do") by listening to the sound of his own bell compared to the sounds of the other bells.

Listening Game

Materials: None

Procedure: This game can be played at the end or beginning of the rest period while the children are prone on their mats. The teacher plays C scale on the piano, beginning with middle C. The children raise their legs as the tones get together, so as to make right angle with legs and body when the high C is reached. They lower their legs as the teacher returns to middle C. Vary game in many ways by using one leg, arms, one arm, head, tempo changes, stopping half-way up, etc. This game can also be played standing up.



Sound and Symbol

Materials: Strips of paper, in two different colors.

Procedure: Use this with initial, medial, and final consonants; long, short, and "special" vowel sounds for auditory discrimination.

Give each child two strips of paper--one of each color, to indicate "same", and the other color to indicate "different". The teacher says two words. If the sounds are the same (whatever sound is being emphasized and worked on in the class at the time), the child holds up the "same" strip; if different, the child then holds up the "different" strip. For example:

Initial consonants: Ball, Bug-"Same"
dog,cat-"Different"

Use for whole group participation first. After practice, the children can use this in small groups, with a leader or in pairs. The teacher should have lists of words containing the sounds on which the child is to work.

Rhyme-Clap

Materials: None

Procedure: The teacher gives the children a word. She and the children then say it together. Then she repeats list of other words. The children clap when they hear a word that rhymes with the word first given them.

Just Like Us

Materials: Snapshots which the children bring from home, large sheet of colored paper.

Procedure: The children bring snapshots of themselves from home. Put all the pictures of the children whose names begin with "b" sound on a large sheet of colored construction paper. "Billy, Barbara and Bob." (Write ideas on the board.) "Tonight, at home, ask your mother if you can cut some pictures from a magazine. See how many pictures of things that begin with the "b" sound you can find. Bring them to school tomorrow and we'll put them here with the pictures of Billy, Barbara, and Bob". Place pictures on the construction paper, and, with the children's help, label each. This game can be continued with other sounds and can be used with initial, medial or ending sounds.

Railroad Word Game

Materials: None

Procedure: Start the game by saying some word. The children must think of a word which starts with the ending sound of the starting word. The words attach as a box-car on the train. When a child cannot think of a word, or gives an incorrect word, he is derailed. The game might go as follows:

Railroad - dog - goat - leg, etc.

AUDITORY MEMORY

Another factor involved in auditory reception is memory of auditory clues. The following stress retention.

Sentence Stretching

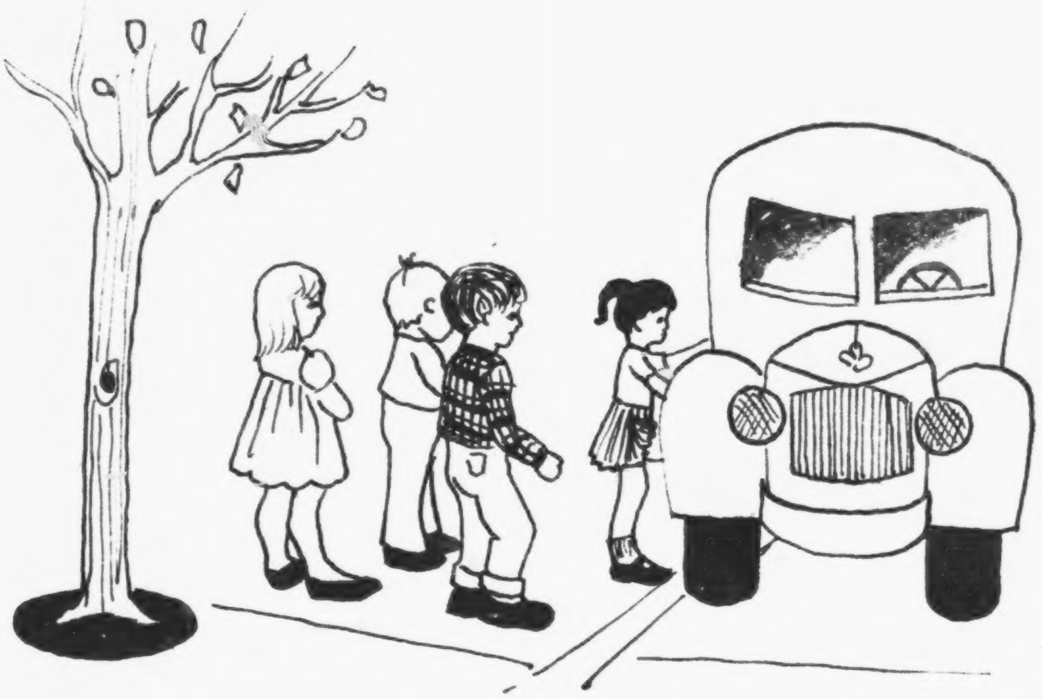
Materials: None

Procedure: Start with a simple phrase, such as "The blue ball," and add modifying words. Have the child repeat after each addition, as "Billy bounces the blue ball." "Billy bounces the blue ball four times," etc.

Let's Take a Trip

Materials: None

Procedure: With a small group, begin a story about a trip. For instance, "we are going to the store, and we may each buy something. Let's go to the grocery store. I shall buy some bananas. What will you buy?" Each child adds an item, repeating those that went before.



Familiar Stories

Materials: None

Procedure: Tell a familiar story, such as Little Red Hen, or Jack In The Bean Stalk, or Billy Goats Gruff, and have the children supply the repetitive phrases, i.e., "not I, said the cat, etc.", "Fee, Fi, Fo, Fum, etc.", and "who's that crossing my bridge?"

Supply the Missing Note

Materials: Two xylophones

Procedure: Play a simple pattern of notes on the xylophone. After it is well known, play it again, omitting a note. Have the child fill in.

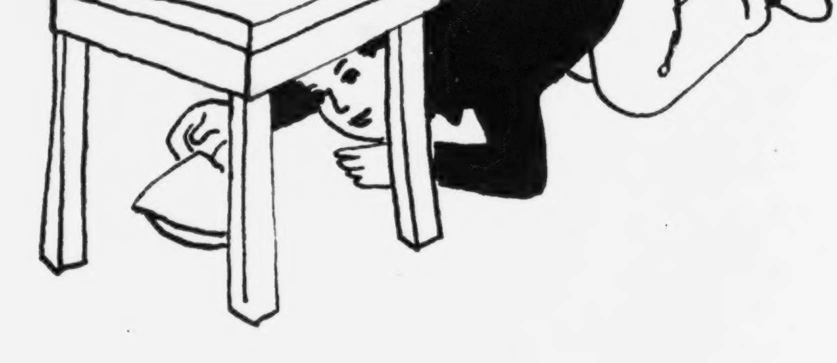
Silly Things to Do

Materials: None

Procedure: Have the children do a series of silly things. Start with one or two directions, such as:

1. Go get a bean bag.
2. Go get a bean bag, put it under the blue chair.

Increase the complexity of the directions with practice.



The Visitor

Materials: None

Procedure: The visitor is introduced to the first child by the teacher:

Mrs. White: "This is Johnny."

Johnny: "My name is Johnny, this is Mrs. White, and this is Linda."

Linda: "My name is Linda, this is Johnny, this is Mrs. White, and this is Sarah."

Sarah: etc.

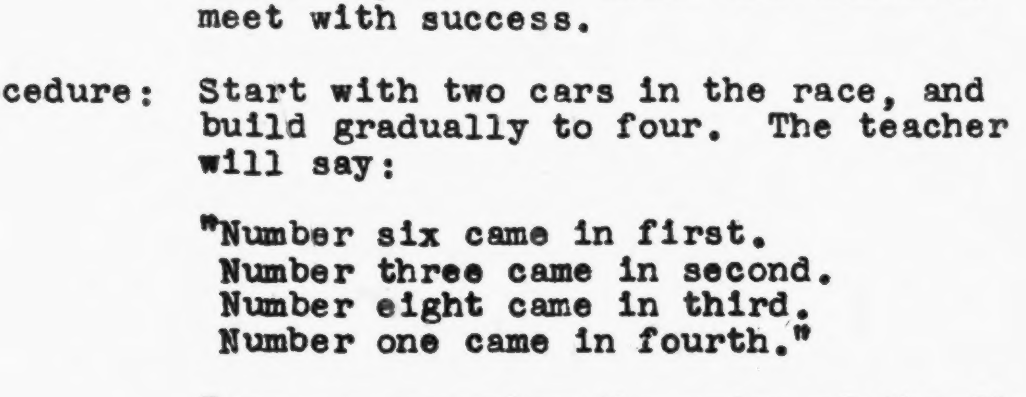
Auto Race

Materials: Toy cars with numbers printed on them. These may be used until the children meet with success.

Procedure: Start with two cars in the race, and build gradually to four. The teacher will say:

"Number six came in first.
Number three came in second.
Number eight came in third.
Number one came in fourth."

"Can you remember the order of the first two cars to cross the finish line? The first three? The first four?



"The car that came in first wins the blue ribbon. Which number was it?"
"The car that came in second wins the red ribbon. Which number was it?"
The car that came in third wins the yellow ribbon. Which number was it?"
"The car that finished fourth wins the white ribbon. Which number was it?"

Continue with "What color ribbon did number six win?", etc.

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Lost and Found

Materials: None

Procedure: Substitute the names of the children in the class for those mentioned below. "Let's pretend:

Mary lost a coat.
Johnny lost a sweater.
Sue lost a scarf.
Michael lost his watch."

"Can you remember the names of the children who lost something? Can you remember what they lost? Can you remember what each one lost?"

"Let's pretend:

Ralph found the coat.
Jean found the sweater.
Ann found the scarf.
Phil found the watch."

Repeat the above questions, substituting "found" for"lost".

Clap a Poem

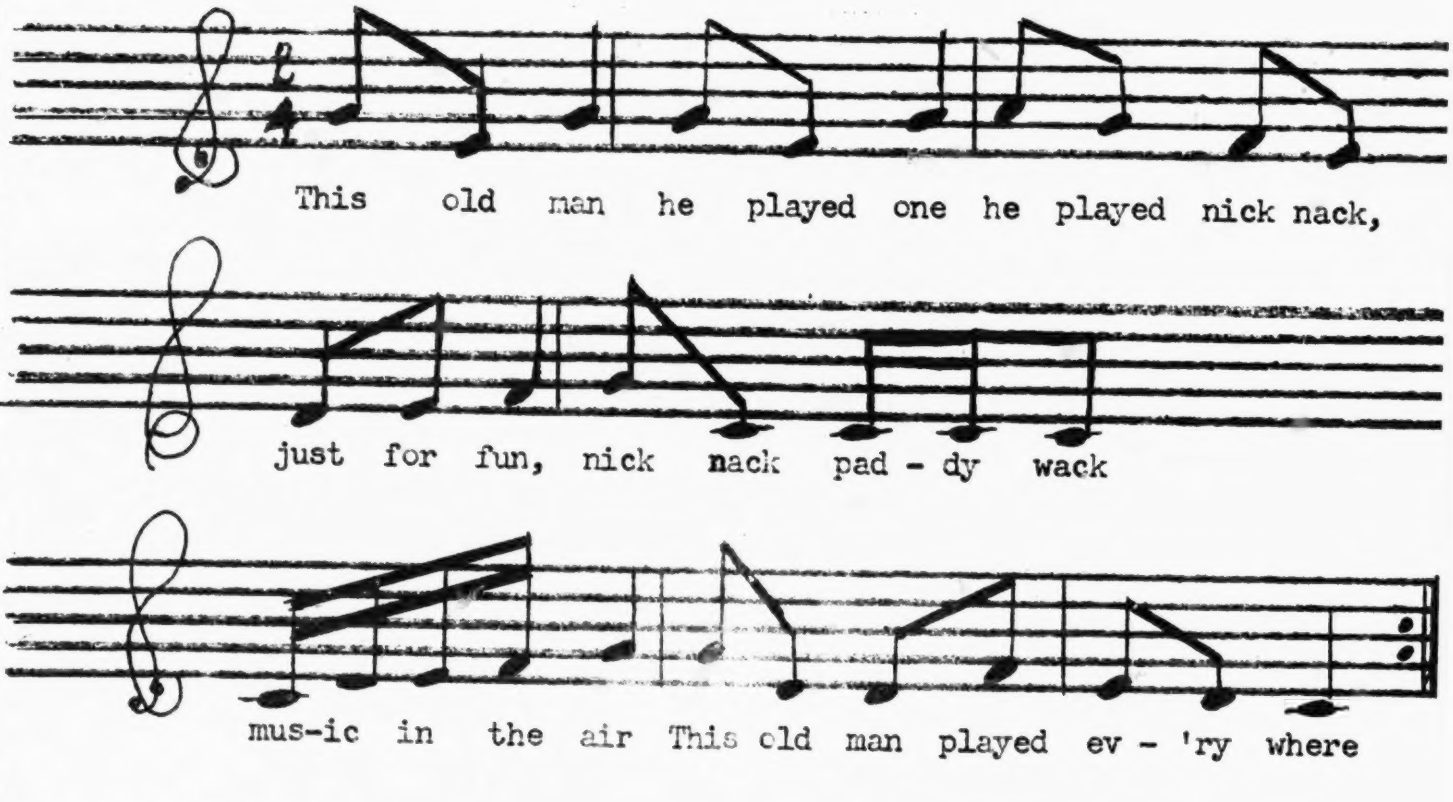
Materials: None

Procedure: Using a well known poem, have the children clap the meter, without saying the words. Poems such as the following could be used after they are familiar to the children:

Jack and Jill
Little Miss Muffet
Peter, Peter, Pumpkin Eater
Little Boy Blue
Jack Be Nimble
The Grand Old Duke of York
The Swing

This Old Man

Though this favorite helps to develop rhyming, number sequence, and motor expression, it also calls heavily on the skill of the auditory memory.


This old man he played one he played nick nack,
just for fun, nick nack pad - dy wack
mus-ic in the air This old man played ev - 'ry where

Teacher: One, just for_____Children: Fun
This old man, he played one;
He played nick nack, just for fun.
Nick nack, paddy wack. Music in the air.
This old man played everywhere.

Teacher: Two, on my _____(points to shoe) Children: Shoe
This old man, he played two;
He played nick nack on my shoe. (Point to shoe.)
Nick, nack, paddy wack. Music in the air.
This old man played everywhere.

Teacher: Three, on my___(Points to knee.) Children: knee.
This old man, he played three.
He played nick nack on my knee. (Point to knee.)
Nick, nack, paddy wack. Music in the air.
This old man played everywhere.

Teacher: Four, on my__(Pretends to knock.) Children: door.
This old man, he played four.
He played nick, nack on my door.(Pretend to knock.)
Nick, nack, paddy wack. Music in the air.
This old man played everywhere.

Teacher: Five, on __(Hits side.) Children: side.
This old man, he played five.
He played nick, nack on my side. (Hits side.)
Nick, nack, paddy wack. Music in the air.
This old man played everywhere.

Teacher: Six, on my___(Beats index fingers as though they were rhythm sticks.)
Children: sticks.
This old man, he played six.
He played nick, nack on my sticks. (Beats sticks.)
Nick, nack, paddy wack. Music in the air.
This old man played everywhere.

Teacher: Seven, up in___(Points up.) Children: heaven.
This old man, he played seven.
He played nick, nack up in heaven. (Points up.)
Nick, nack, paddy wack. Music in the air.
This old man played everywhere.

Teacher: Eight, on my __(Swings back and forth.)
Children: gate.
This old man, he played eight.
He played nick, nack on my gate. (Swing back and forth.)
Nick, nack, paddy wack. Music in the air.
This old man played everywhere.

Teacher: Nine, on my__(Taps spine.) Children: Spine.
This old man, he played nine.
He played nick, nack on my spine. (Taps spine.)
Nick, nack, paddy wack. Music in the air.
This old man played everywhere.

Teacher: Ten, on my__(Points to boys.) Children: Men.
This old man, he played ten.
He played nick, nack on my men. (Points to boys.)
Nick, nack, paddy wack. Music in the air.
This old man played everywhere.

Bag It

Materials: Four lunch-size paper bags, each marked with a different symbol (square, circle, triangle, x or with a different color.)

Procedure: Display a number of small toys. Choose one to put in each bag. Ask the children which one is in each bag. After they have gained facility, move the bags to a new position and again ask what is in each bag? Try putting two objects in one or more of the bags.

Variation: One of the bags contains a toy and a small piece of wrapped candy. If the child correctly identifies the contents of that bag he gets the candy!

COMPREHENSION

The following types of activities will help to assure that the children are able to understand what they hear:

1. Children listen to riddles and guess the answers.
2. Read or tell sentences or short stories to the children, who then decide if the content is make believe or true.
3. Children listen to a story and make up a title for it.
4. Children summarize a story plot briefly.
5. Children re-tell stories in their own words.
6. Children make a "movie" (a series of pictures of the highlights of a story read or told to them.

Animal Riddles

"I rhyme with log
And I say______________."
(bow-wow- woof)

"I rhyme with luck
I say ____________."
(quack-quack)

"I rhyme with pen
And I say____________."
(cluck, cluck)

"I rhyme with now
And I say___________."
(moo-moo)

"I rhyme with hat
And I say__________."
(mew-mew)

"I rhyme with big
And I say___________."
(oink, oink)

What Am I?

"I rhyme with rake.
I'm long and wiggly.
What am I?"

"I rhyme with laugh.
My long neck helps
me find food high.
What am I?" (giraffe)

"I rhyme with hat.
You need me to play baseball.
What am I?" (bat)

"I rhyme with hook.
You read me.
What am I?" (book)

"I rhyme with the color blue.
You wear me.
What am I?" (shoe)

"I rhyme with small.
If I stand up high,
What am I?" (tall)

"I rhyme with ball
Mother gets a telephone________." (call)

"I rhyme with fox
We keep our crayons in a ______." (box)

It's In the Sentence!

Materials: Ten different colored picture cards, showing action, and chosen to reinforce the unit under study.

Procedure: The teacher uses one of the cards in a sentence. Then she calls on a child to take the card named in the sentence. When the children meet success with one picture card, proceed to two, and then three. The children could be "Teacher" and construct the sentences.

Class Activities Inventory

Auditory Skills

	Age					
Responds(attention) to gross sounds						
Detects source of sounds						
Follows rhythmic pattern with clapping (hands)						
Follows single verbal direction						
Discriminates loud & soft sounds						
Discriminates high & low sounds						
Follows rhythmic pattern marching,etc.						
Follows two-part directions						
Discriminates common sounds or patterns						
Follows a series of three directions						
Identifies environmental sounds						
Responds to certain key words in story						
Supplies words omitted from familiar story						
Gives attention						

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COMMERCIAL MATERIALS - AUDITORY

Animal Sound Makers: 5 & 10¢ Stores.

Beginning Sounds, Rhyming (Level I & II): Continental Press; Elgin, Illinois.

Let's Imagine Sounds: E.P. Dutton; 201 Park Avenue, South New York, New York.

Listen & Hear Books: Follett Publishing Company; 1010 West Washington Blvd., Chicago, Illinois.

Listening Aids Through the Grades: Bureau of Publications; Teachers College, Columbia, New York.

Peabody Language Development Kits, Level I & II: American Guidance Service; 720 Washington Avenue, S.E., Minneapolis, Minn.

Rhyming Pictures: Ideal Products c/o Beckley-Cardy Co.; 1900 North Narragansett, Chicago, Illinois.

Rhyming Pictures: Instructo Products Co.; 1635 North 55th. Street, Philadelphia, Pennsylvania.

Riddle Rhyme Time: Dexter & Westbrook; 111 South Centre, Rockville Centre, New York.

Sounds I Can Hear: Scott Foresman & Co.; P.O. Box 100, LaPorte, Indiana.

Swiss Melody Bells: Potomac Engineering Corporation; 664 North Michigan, Chicago, Illinois.

What's Its Name?: A Guide to Speech and Hearing Development: University of Illinois Press; Urbana, Illinois.

BOOKS - AUDITORY

Brown, Marg Wise: The Noisy Books; Harper & Bros.; Evanston, Illinois.

Cameron, Polly: "I Can't"Said the Ant; Coward McCann, Inc.; 200 Madison Avenue, New York.

Kessler, Ethel & Leonard: Crunch, Crunch; Double-Day & Co.; Garden City, New York.

Kuskin, Karla: All Sizes of Noises; Harper & Row, Inc.; Evanston, Illinois.

Podendorf, Illa: The True Book of Sounds We Hear; Garden City Children's Publishing Co.; Garden City, New York.

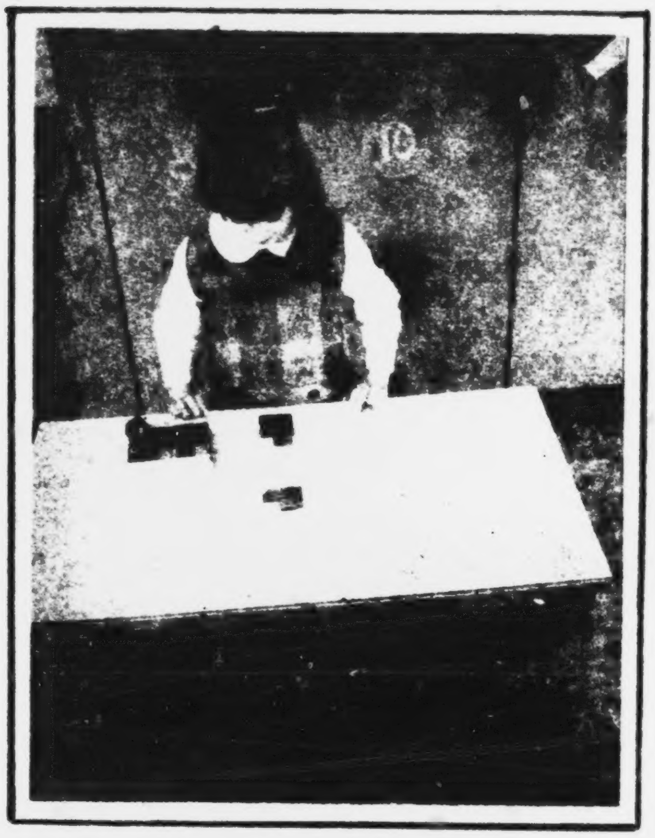
RECORDS - AUDITORY

A Walk in the Forest	YPR 805
Building a City	YPR 711
Little Gray Ponies	YPR 735
Little Indian Drum	YPR 619
Muffin in the City	YPR
Muffin in the Country	YPR
Rainy Day	YPR 712
Sing Along	YPR 722
Sleepy Family	YPR 611
The Chugging Freight Train	YPR 728

The above records may be obtained through:

Creative Playthings
Princeton, New Jersey

SENSORY EXPERIENCES: VISUAL



Visual Activities

Although children have normal eyesight and normal, or above, intelligence, they may still have difficulty in understanding what they see. Training in the visual area is of great importance for success in school, since approximately eighty per cent of what is learned is learned visually. The following skills are developed in this area.

RECOGNITION OF OBJECTS FROM PICTURES

Recognizing objects from seeing pictures of objects, is the ability to recognize and label an object and identify the two dimensional object (pictures) by matching it with the three dimensional representation. For example, the child places a picture of a doll next to the doll.

Discovery

Materials: Calendar, toy, plant, picture

Procedure: Children discuss what the word "discover" means. As something new is brought into the room, such as a calendar, toy, plant, or picture, the class is told it is a "discovery day". Each child tries to be the first one to "discover" what is new. This develops individual awareness and power of observation.

Choose Your Favorite

Materials: Large catalog of toys or other pictures appealing to children.

Procedure: Children take turns looking through the catalog to choose something they would like and tell about it.

Halloween Hunt

Materials: Witches, owls, pumpkins, and black cats (25 or 30 of each).

Procedure: Hide around the room the cut-outs of witches, owls, etc. Divide the children into four groups and give each group the name of one object. At a signal, the children are to hunt for their pictures. When they find one, they take it to their leader. The group which finds the most wins.

Look and Tell

Materials: General classroom items

Procedure: Have children look around the room and name as many things as they can which they see. Tally the number of responses.

Variation: Children look out of the window for one minute. Have them tell about everything they saw. Soon they can name and describe the object, such as, "I see a large green tree".

Hide the Toy

Materials: Object to hide: doll, animal, block or book.

Procedure: Ask group of children to leave the room. Select one child to hide toy in plain sight. Call the other children back to the room. As the child sees the object, he says nothing but sits in his chair. As the others see the toy, they also go to their chair. The first child to see the toy is chosen to hide it for the next game.

Three Dimensional Kits

Materials: Assortment of small objects of various classifications, such as farm animals, fruits, vegetables, furniture, flowers, tools, transportation toys, etc. There are also two dimensional pictures of the various objects.

Procedure: Child matches picture to object. To increase difficulty, various pictures may be added or substituted, such as:

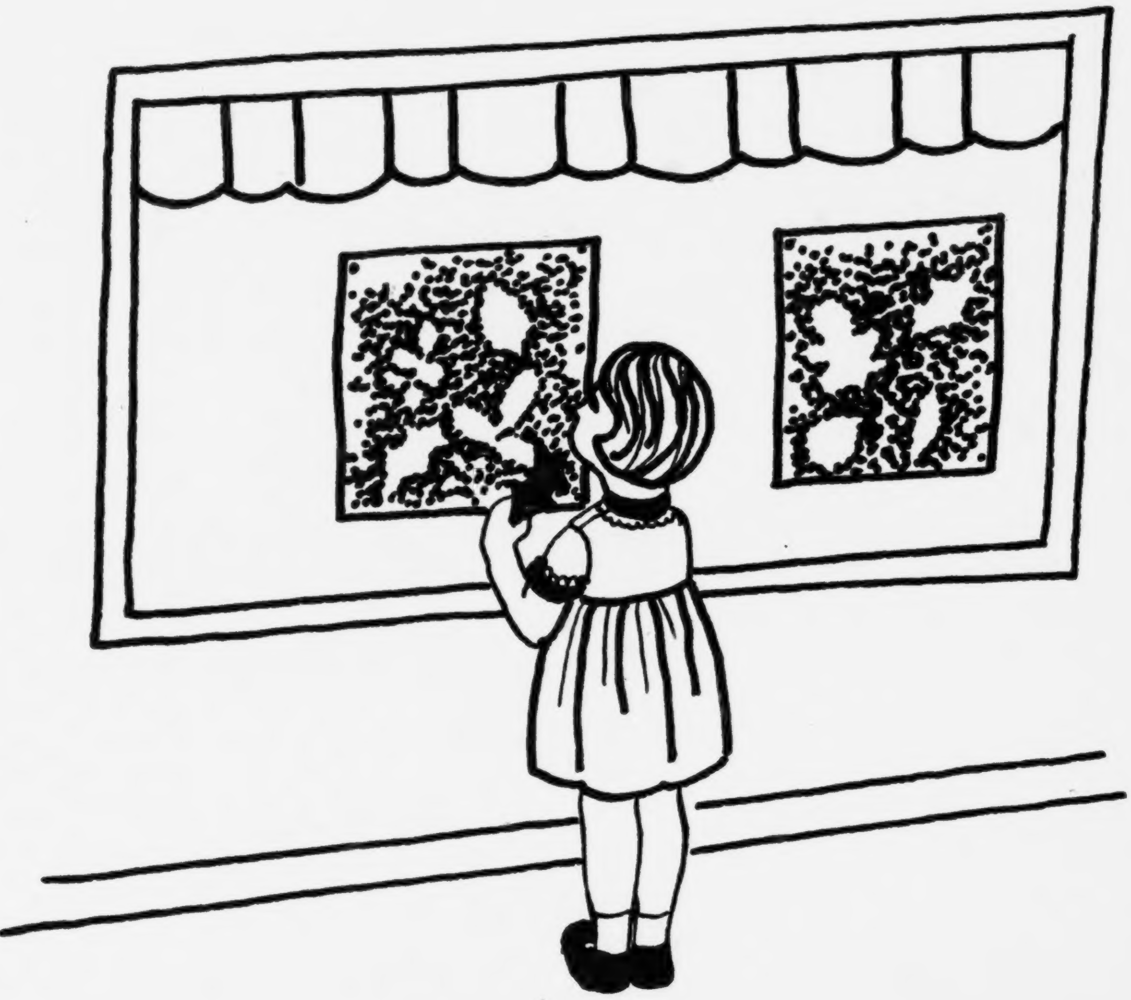
1. whole (black and white)
2. silhouette
3. segmented silhouette
4. part of picture
5. picture with missing part.

Variation: Pass a bag or box with the three dimensional objects in it. Children each pick out one thing. Box is passed with pictures in it, and the child chooses the one which corresponds to his object.

Spatter Leaves

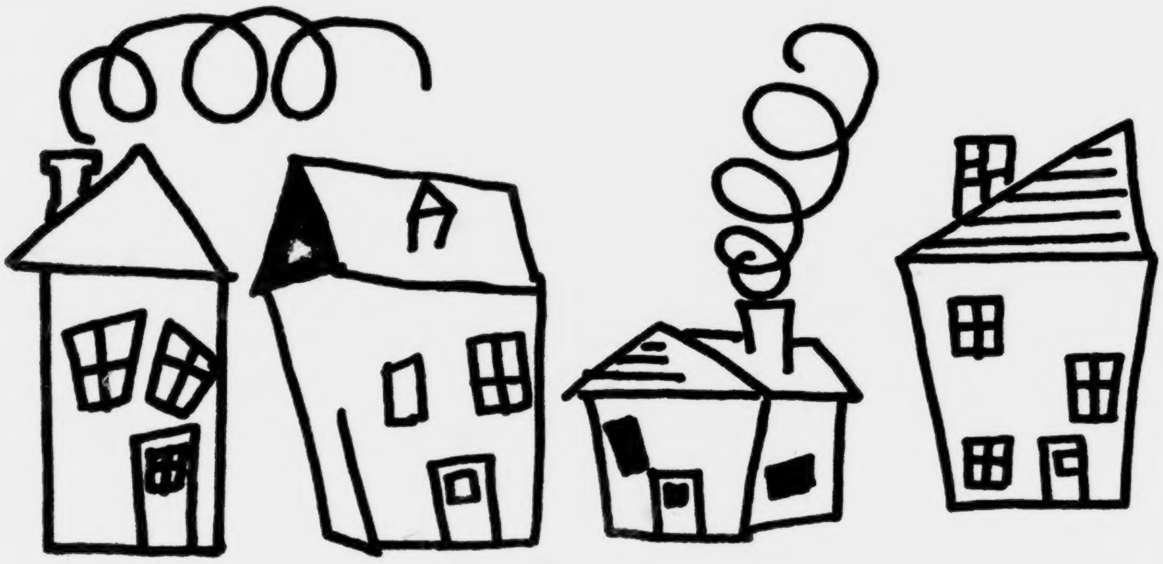
Materials: Leaves, materials for spatter painting.

Procedure: Make six to eight spatter paintings of different leaves. Put the spatter paintings on the bulletin board. Give children the real leaves from which the spatter designs were made. They try to find the design that is the same kind of leaf they have.



PERCEPTUAL MATCHING

Perceptual matching is the skill which requires one to be able to match one picture or shape to another, a three dimensional object to a two dimensional one, or even a segment of a two dimensional object to another two dimensional object.



Find My House

Materials: Paper, paste, scissors

Procedure: Have children cut out a house using different colored pieces of paper, adding windows and doors, chimneys and any other decoration they may wish.

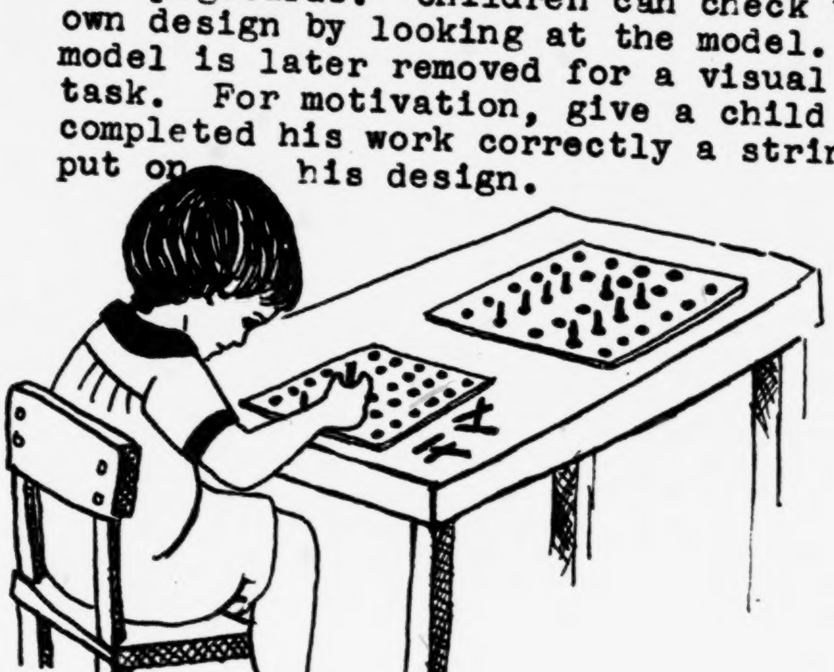
Have the children paste the houses in a row on a long piece of wrapping paper, which they may pretend is a street. Play a follow-up activity by having each describe his house, pretending he is the host. The children in the class could be policemen volunteering to find his house and take him home. Later, people, cars trucks, etc., may be added. The same visual activity could be done with many different creative media in the room.

Pegboard Copy Games

(Follow plan as outlined in Kephart's Slow Learner in the Classroom, p. 266)

Materials: Pegboards and pegs

Procedure: The teacher makes a design on a large pegboard (on stand) using colored pegs. She could outline design with string, letting the children see the design as a whole. She discusses it, and then removes the string. The children then attempt to duplicate the design on their own pegboards. Children can check their own design by looking at the model. The model is later removed for a visual memory task. For motivation, give a child who has completed his work correctly a string to put on his design.



Later, the teacher makes pattern on paper. Child works independently, copying pattern with pegs on his peg board.

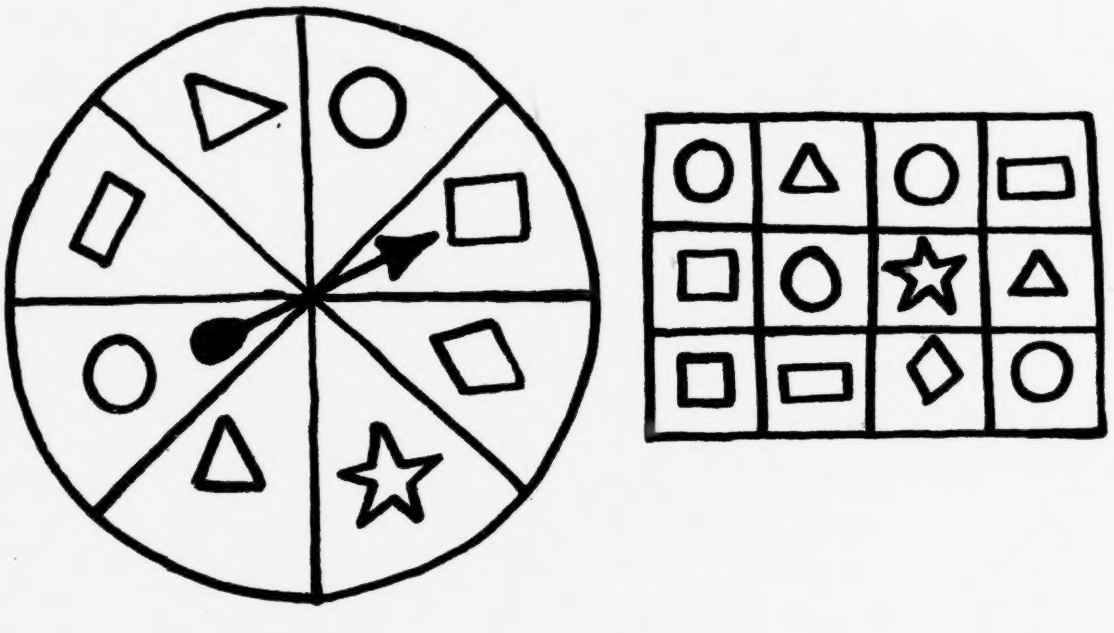
Beginning Game for Shapes

Materials:	Pairs of flannel geometric shapes, each pair the same color and size, flannel board.
Procedure:	Teacher keeps one of each pair, gives others to the children. Teacher puts shapes one at a time on the flannel board. Child who thinks he has the matching shape comes to try it. If this is too difficult, color may be used as a cue.

Find It

Paste or draw the same picture or shape on two 9 x 12 cards. Continue until about 25 or 30 pairs of cards are assembled. Some cards could have sound symbols on them. Divide the class into two, three or four teams. One child from each team keeps score on the chalkboard. Scatter one set of cards on the chalk ledge, window sills, or various places in the room. The teacher holds up a card and the first child on the first team takes it and places it on the matching card. The teacher then gives a card to the first person on the next team, and so on. If a player puts a card in the wrong place, the next team tries. For each correct placing of a card, a team scores one point.

Watch the Spinning Wheel



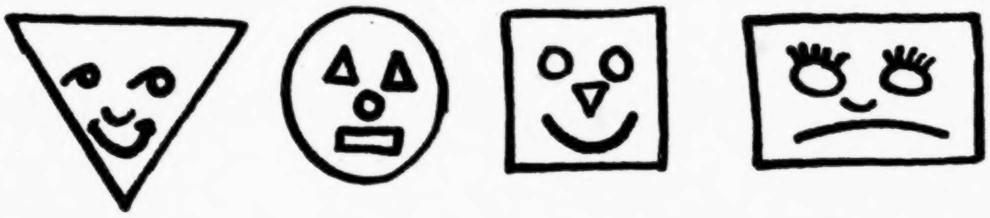
Materials: Large cardboard wheel with pie shape sections for picture inserts, spinners in the center, 20 or more cards with different pictures, shapes, numbers or sound symbols on each one. Holiday pictures could also be used.

Procedure: One child, or the teacher, spins the arrow. When it stops on a picture or symbol, the children with squares of paper cover the same picture or symbol if it appears anyplace on their card. The child who covers up his card first wins the game and becomes the next spinner.

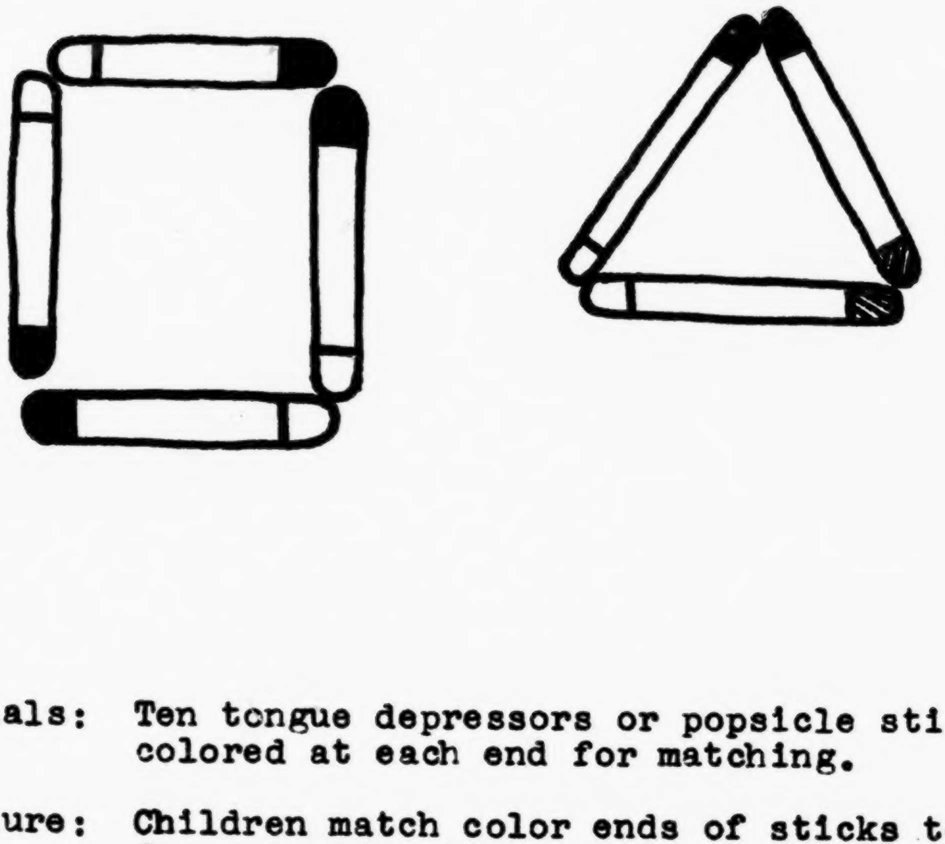
Shapes Into Faces

Materials: Chalkboard and chalk

Procedure: Each child may choose what type of geometric form he wishes to make. He may choose one of four - the square, rectangle, circle or triangle. He then adds features to make a face. One variation could be to add small features in the form of the geometric shapes.



Train Sticks

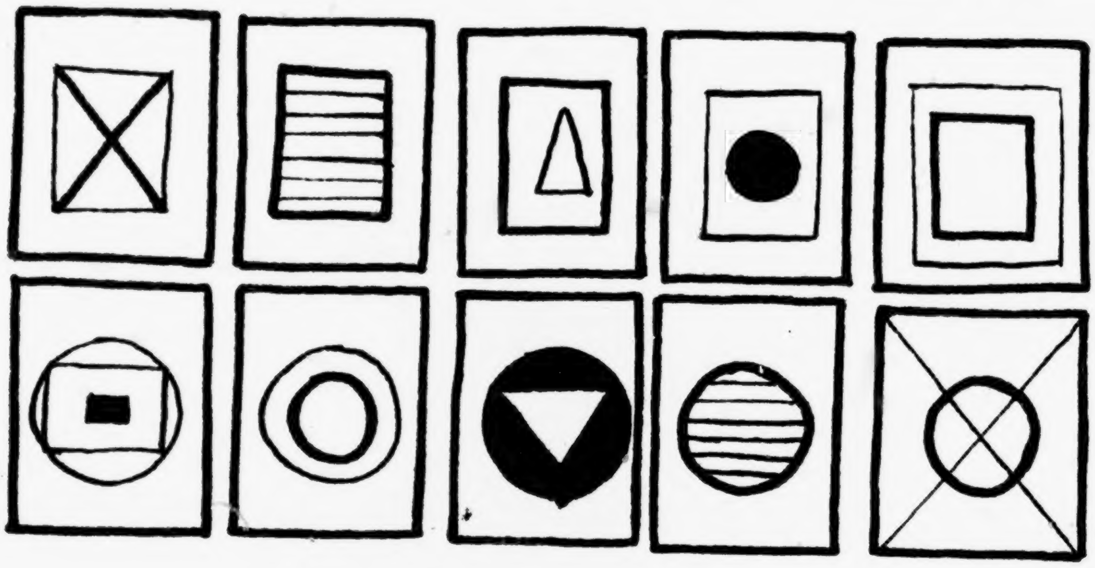


Materials: Ten tongue depressors or popsicle sticks colored at each end for matching.

Procedure: Children match color ends of sticks to form straight lines or geometric shapes, i.e. square, triangle, octagon, diamond, pentagon, etc. End colors must match before stick can be used. May be played with time limit. Teacher can make picture of shape from sticks, and the child copies.

Match

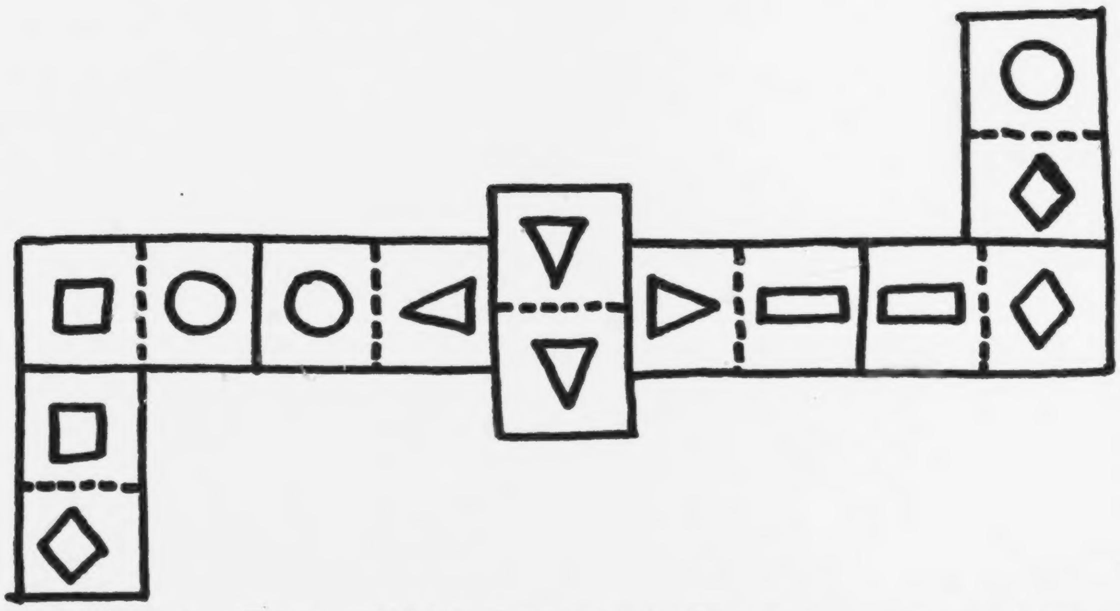
Materials: Sixty 2" square cards with ten simple shapes or designs. Make six cards showing each design.



Procedure: Four children may play. Deal all the cards, each child receiving 15 cards. Each child puts his cards face down in a pile in front of him. Each child then turns over his top card at the same time, so that everyone can see the cards. If a child sees another card just like his own, he says "Match." Then the child who has the matching card gives his card to the caller. If no one has a matching card, turn over another card. This time the first child to say "Match" gets all the other cards the child has turned up. The game is over when one child has no cards left.

Dominoes

Materials: Domino cards with geometric shapes (make 30 for 5 players)

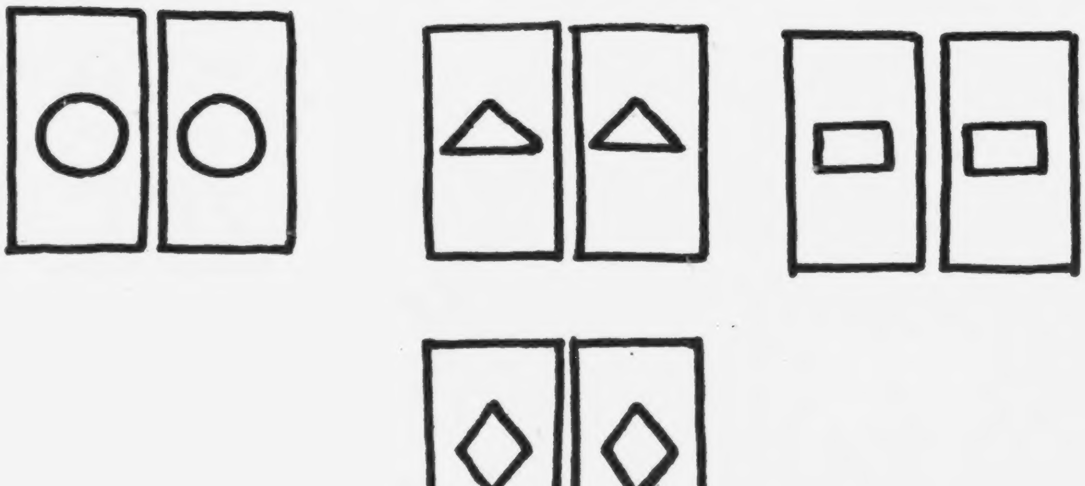


Procedure: Each child is dealt 6 cards. One child begins by putting down one of his cards. Next child matches one of his cards to the first as shown above. Winner is child who uses up all his cards first.

Fish

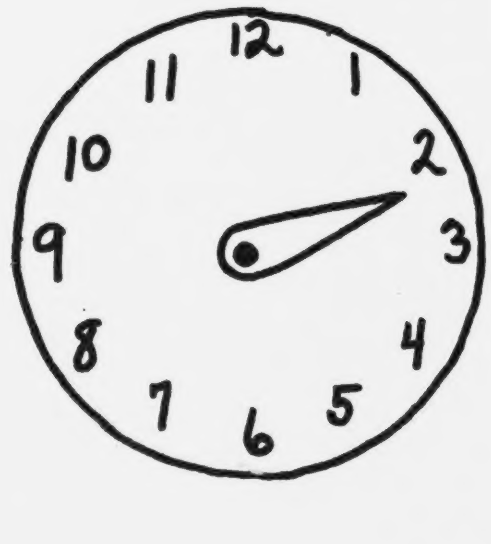
Materials: Oak tag cards in pairs with one geometrical figure on each card.

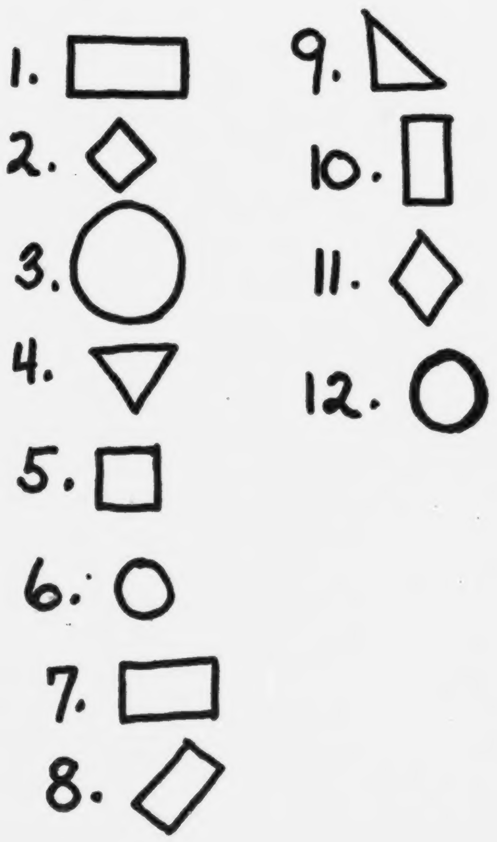
Procedure: The cards are dealt one card at a time, each player holding five cards. The remainder of the pack is placed in the center of the table, face down. The object of the game is to get as many pairs of cards as is possible, and the winner is the one with the largest number of paired cards on the table in front of him at the end of the game when all the cards are matched. The player on the dealer's left starts by asking any child he wishes for a card that matches one of the cards which he holds in his hand. For example, he may hold the card with the triangle, so he asks someone for the "triangle". If the child asked has the card, he gives it to the first player. This player continues to ask for another card until he is unsuccessful. When the one asked does not have the card, he says "Fish", and the child takes the top card from the pack. The game continues in like manner to the next player, etc. This game may be played with two or more children.



Name the Shape

Make a cardboard clock face numbered from 1 to 12 and fitted with a large movable hand held in place with a fastener. Alongside the clock face, (on the chalkboard, on a chart paper, or just cards with numbers on them) are 12 pictures of shapes which are numbered from 1 to 12. A child spins the hand. He finds the shape that corresponds with the number on which the hand stopped and names the shape. This is a drill type of activity, so there are many other





lists which might be used; i.e., colors, i.t.a. symbols, words, pictures of vegetables, fruits, helpers, animals, and so forth.

Your Name

Materials: Child's name written in manuscript letters on card. The letters in his name, each on individual small cards.

Procedure: Child looks at full name and matches the individual letters to "make" his name again. Later he can put letters together without model.

Set the Table

Materials: Child-size kitchen untensils, such as knives, forks, spoons, plates, cups, and saucers.

Procedure: Teacher sets the table. The child then sets a place like the teacher's. Later child sets his opposite the teacher's.

"A Pocket Full of Fun"

Materials: A white apron, worn by the teacher, made with nine large black corduroy pockets. attached to the pocket with velcro (a commercial product made for attaching things, available in the notion department of most stores) is a geometric shape, each a different color.

Procedure: Child has colored object (also with velcro strip on back) and he matches it to pocket of that color.

Variations:
- Match shapes
- Match i.t.a. symbols
- Match numbers

Fit the Pieces

Materials: Oak tag or cardboard shapes, such as circle, square, triangle, rectangle, diamond, envelopes.

Procedure: Shape in the envelope is cut into various segments. The child tries to fit the segments into the outline on the envelope to make the whole.

Mother Hubbard's Cupboard

Materials: Cupboard on bulletin board filled with food, pictures of food identical to those on shelf.

Procedure: Each child has a picture of a food item. He finds one like it on the shelf and tacks it on top. (This game can also be varied to play up classification by putting items on empty shelves according to fruits, vegetables, meat, etc.)

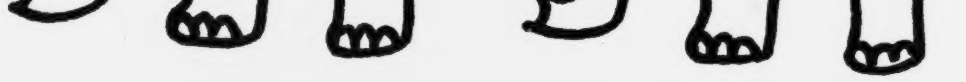
Find It

Materials: Old workbooks, calendars, pictures from magazines.

Procedure: Picture with some amount of detail is pasted on cardboard. From an identical picture, parts are cut out and pasted below large picture. Children are to match or find the part in the whole.

What is Missing?

Materials: Old workbooks, magazines



Procedure: Two identical pictures, such as elephants, are used. The tail is left off of the second one. The child is to find and describe what is missing.

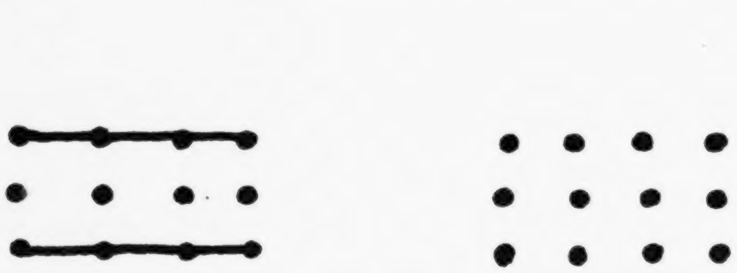
Make One Like It

Materials: Make a large plastic sheet the same size as the easel. Charts, pictures, mazes, etc.

Procedure: Clip the plastic sheet to the board at the top. Slide underneath a chart, maze or picture which aid in devèloping visual skills, for the large group activities. Follow this for reenforcement with individual activities using smaller representations for the children at their tables.

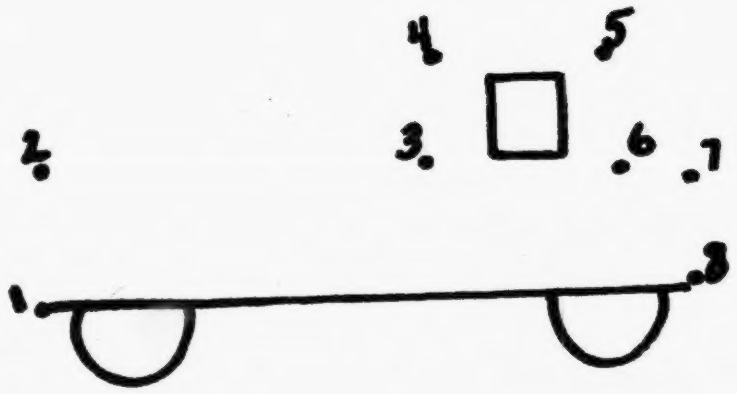
Follow the Dots

Materials: Chalkboard or mimeograph sheets



Procedure: Dots are made in rows on paper, one side having lines intersecting dots. Child has to match line on other side of dotted paper. Simple horizontal and vertical lines for initial experiences, more complex diagonals and zig-zags later.

Variation: Follow this with draw-by-number type game. (See illustration below.)



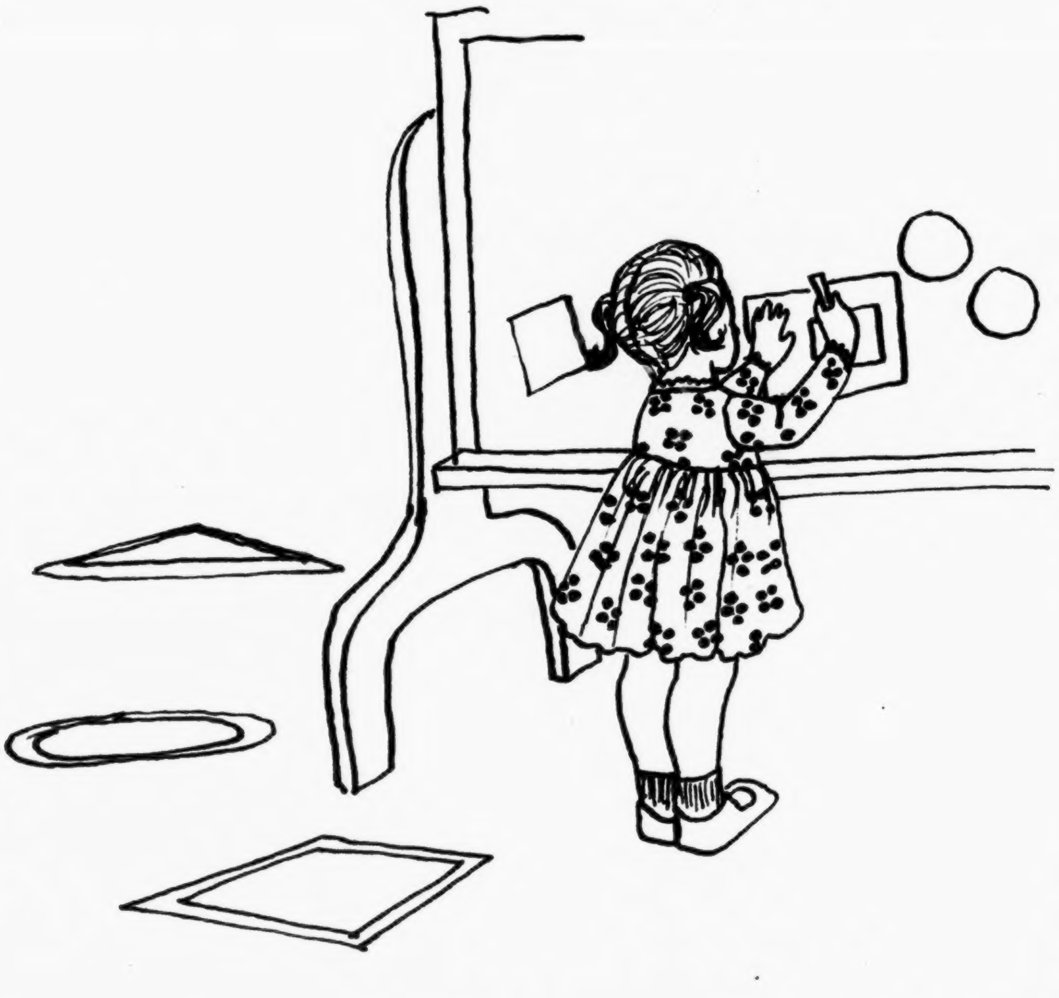
Templates

Materials: Templates, chalkboard, chalk, tape

Procedure: Before introducing template work, mark out various geometric forms with tape on the floor. The children "walk" the shapes.

Circle: Use suggested work on chalkboard (Physiology of Readiness, p. 73).

Make a circle by taking hold of hands.



3. Play variations of Mulberry Bush - "This is the way we go to school."
4. Walk circles to right, then to left.
5. Make a game of naming everything on the breakfast and/or dinner table that is round. This should include food (buns, slices of tomatoes, etc.)
6. Name all round objects in room, on clothing, etc.
7. Play "My ship came home laden with something round, or like a circle." Perhaps one should discuss round like a ball or as a ring.
8. Draw around the template on paper.
9. Make a Jack-O-Lantern or snowmen using only circles.
10. Free hand circles - make apples or oranges, etc.
11. Use Frostig P.C. Exercises 6 and 18.

Square:

1. Use square template in same manner as the circle at the chalkboard.
2. Ask provocative questions as to the length of sides, getting children to figure out for themselves that the sides look the same length.
3. Introduce the words "length" and "corner". Point out the corners in the room that are right angles. Have children locate these corners: corner of room, tables, picture frames, paper, etc.
4. Play soldiers marching. Make "X's" on the corners of a big square on the floor. Teach the children to make quarter pivots to keep a square.
5. Draw around template on paper.
6. Pass out 6" square colored paper. Let children see that this fits into template square.

7. Have tagboard strip cut 1x6. Let children measure each side of 6" squares to prove that each is the same length.
8. Pass out colored paper squares 6", 5", 4", 3", 2" - also tagboard strips of these lengths. Let children measure squares to match the length of strips.
9. Have children find largest square, then smallest. Then have them arrange squares from the largest to the smallest.
10. Pass out 6" manila squares. Teach children to fold these accurately to make 4 squares out of the paper.
11. Sort out squares from other shapes. Sort squares of the same size.
12. Practice drawing squares in air.
13. Lace four straws on a string, making shape of a square.
14. Use Frostig P.C. Exercises 1, 17, and 23. V.M. Exercise 71.
15. Make squares on pegboards.(see p. 78)
16. Make squares out of sticks on felt pad. (see p. 79)

__Triangles:__

1. Introduce with musical triangle.
2. Comparison of triangle to square:
    a. three sides
    b. square is equal on all sides.. triangle need not be.
3. Make triangles with arms over head.
4. Draw triangles in air first saying- "1-2-3"--"a-b-c"--"x-y-z"--"tri-an-gle."
5. Use template at chalkboard.
6. Use template on paper with crayons.
7. Draw free-hand triangles.
8. Make Christmas trees from triangles.
9. Make ice-cream cones from triangles.

10. Change position of templates using different color for each triangle (on same paper).
11. Children may be given many triangles of different colors and shapes to make designs and figures, and then paste them.
12. Triangles hidden in pictures... children are asked to find and color them.

<u>Rectangle</u>:

1. Make comparisons with a square.
2. Have many rectangular objects identified by name.
3. March in a rectangle.
4. Have children form a square:

```
x x x   Add two more children
x   x   form a rectangle
x x x
              x x x x
              x     x
              x x x x
```

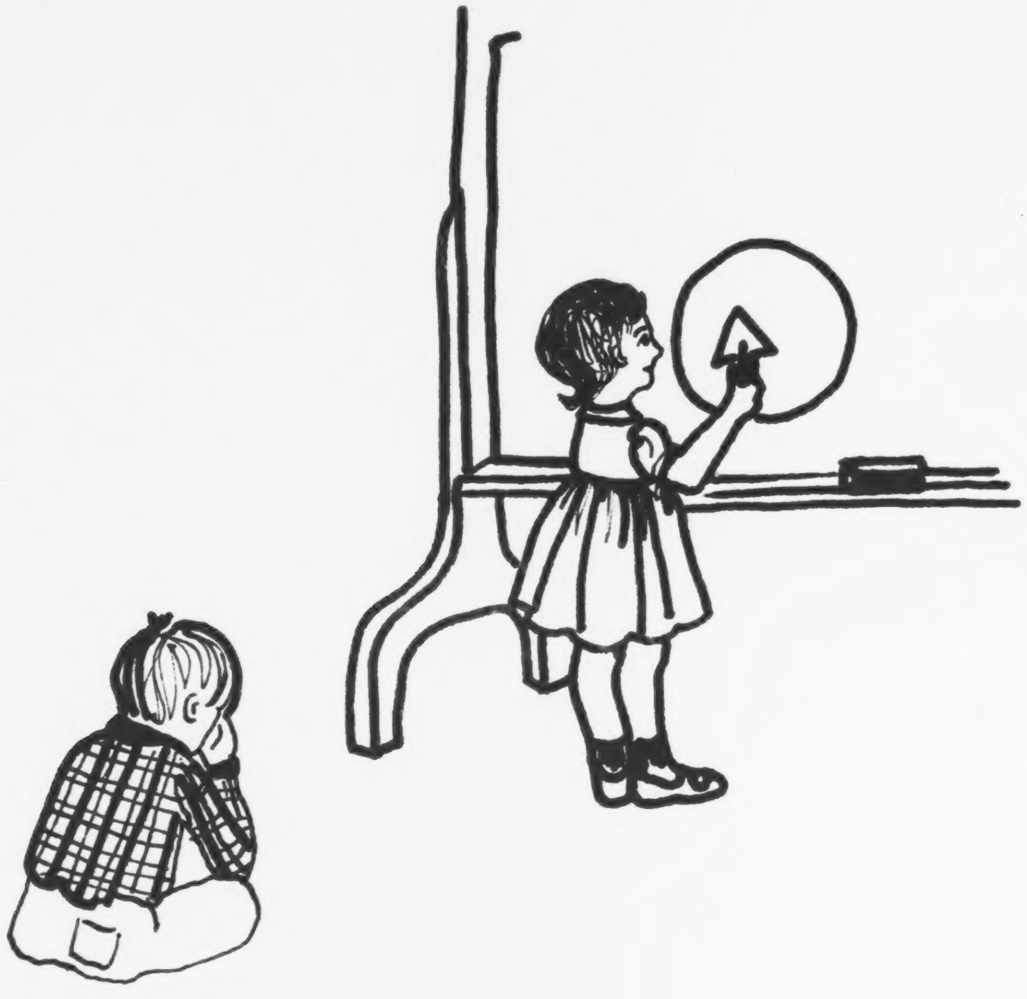
5. Repeat activities used in teaching facts concerning the square.
6. Use Frostig P.C. Exercises 16, 19,20.

<u>Diamond</u>:

1. Start with four straws on a string. Make a square of the straws - then push them into diamond shape.
2. Discuss a baseball diamond. Form a diamond on the floor with four children.
3. Make a follow-the-dot ditto sheet that will make a diamond.
4. Use other methods used for previous shapes.

DISCRIMINATION

Visual discrimination is the skill in which the individual develops the ability to make observations of objects or forms based on external form, relative size, position in space, internal detail, color, texture and number of items.



Change-O

Materials: Chalkboard, chalk

Procedure: Draw a circle on the chalkboard. Make sure that all pupils look at it. Have players hide their eyes while the teacher changes the circle (add a line, another shape, etc.) Ask, "Who can tell us how the circle is changed?" The child who describes the change correctly may make the next change. Other figures or several figures may be used. A simple, then complex, design may be used.

Short to Tall

Materials: Yardstick, ruler.

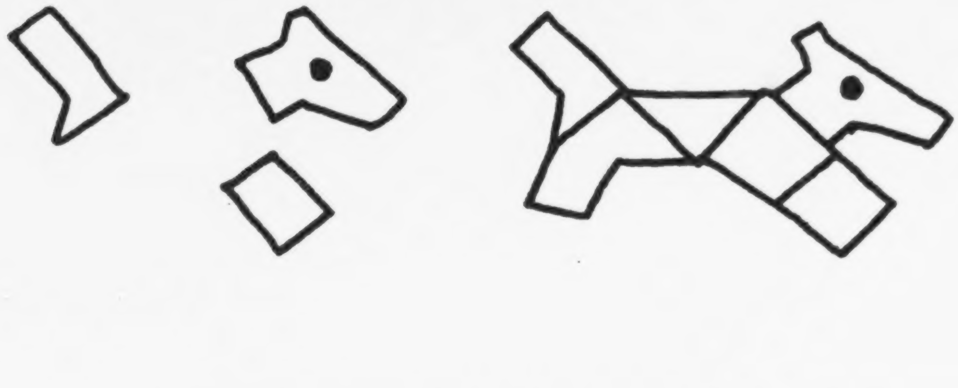
Procedure: Have six children stand before group. Then ask, "Who is the tallest child? Which children are the same size?" Then measure them back to back. Have six more children come to the group and arrange themselves from short to tall.

Variations: Ask, "What is the largest object in the room? The smallest? Let's measure." First with a yardstick and then with a ruler when in doubt.

Find the Piece

Materials: Large identical patterns of something... a dog, a house, a boat, a tree, a valentine, or shapes; outline the edges with a marking pen.

Procedure: The pieces are placed one at a time on the board. See if the children can guess what it is going to be. For instance:

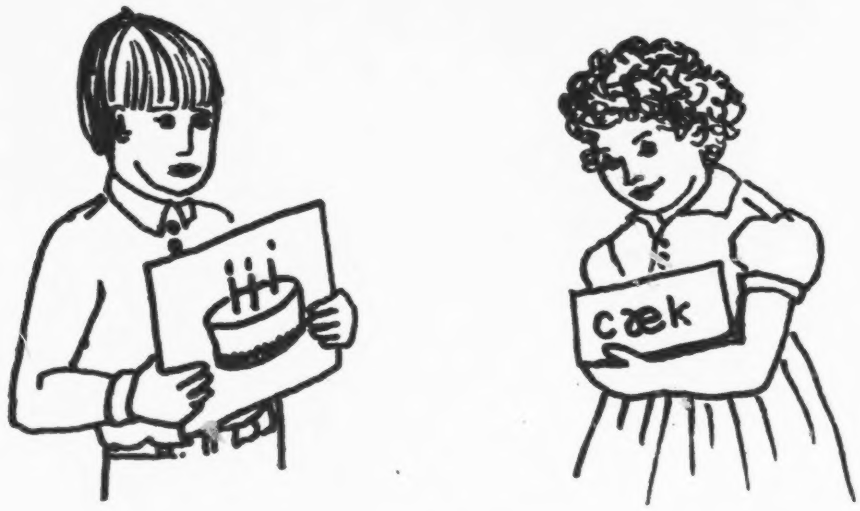


Then give out the rest of the pieces and let the children finish the dog. When the dog is assembled, give identical pieces to different children and see if they can place the correct piece on the matching one. Let them stick them with tape. Let each one tell about his piece.

Find the Word

Materials: Simple pictures of objects, as from the Peabody Language kit. Labels for these pictures, plus lables that are similar but not correct. Example: Picture of a cake. Label cards "tæk and cæk ."

Procedure: Hold up one picture, say, "This is for Bill. It is a ______________." Bill must then discriminate between the two labels to choose the correct one.



Treasure Hunt

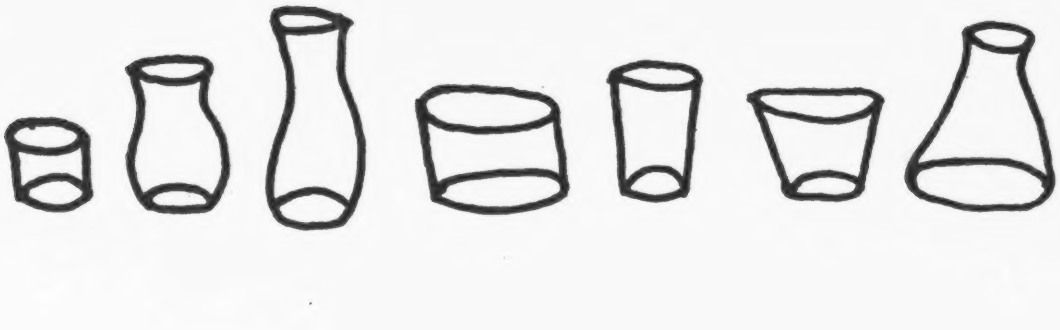
Materials: Box filled with objects or pictures, word cards corresponding to pictures and objects. Golden Book of Stamps may be used.

Procedure: Place the box filled with pictures or objects before the children. Have the printed word cards arranged on the blackboard ledge. Each child closes his eyes, and draws an object or picture from the box. The child must then find the word corresponding to his object or picture. The winner is the child with the greatest number of correct words.

Alike but Different

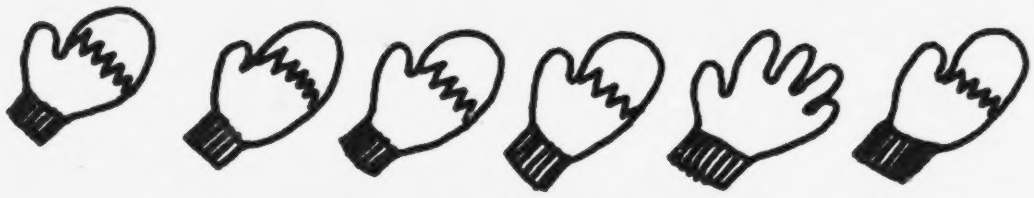
Materials: Use chairs, cups, bottles, blocks, rocks, or items from science room, etc.

Procedure: Discuss how they are different. Discuss how they are alike.



Which One Does Not Belong?

Materials: Groups of like objects, plus one similar but different object.



Procedure: Group the like objects with the one dissimilar object. Have child go out and take any object which does not belong in a particular row; thus, a row of shells - a rock; a row of gloves - a bat; a row of blocks - a stick; a row of cups - a ball, etc. Tell why it did not belong.

Shapes and Designs

Materials: Large flannel board for teacher, individual flannel boards for children, sets of geometric shapes.

Procedure: Teacher makes a pattern on her flannel board. Children reproduce it on theirs.

Variations: #1. Make three patterns, two alike, one different. Children pick out the pattern that is different and reproduce it.

#2. For a visual memory task, show the pattern, cover it after the children observe it carefully, then reproduce it from memory.

Sorting Fun

Materials: Containers for sorting: muffin pans, egg cartons;
Things to sort: assortment of dried beans, peas, unpopped corn.
Pins (safety), nails, screws of different sizes may be sorted.

Procedure: Children take container of assortment, seeds or nails, and sort into the containers according to the different types.

To the Park, Captain Nice!

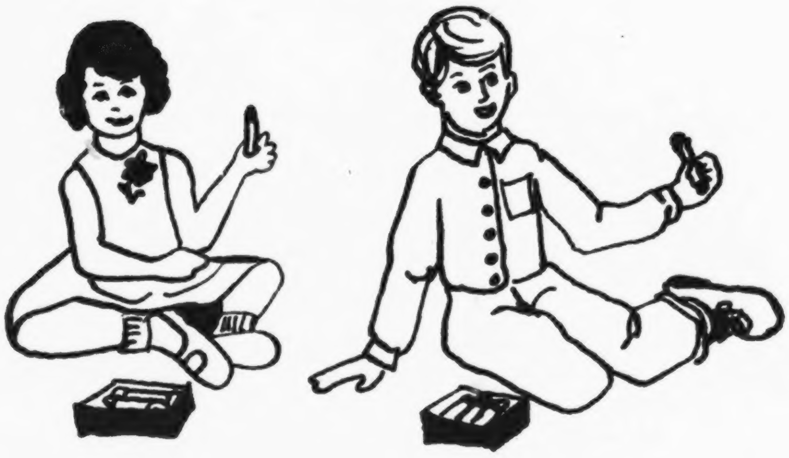
Materials: Large room

Procedure: Children all stand on line. "It" stands in center of playing area. Children call, "Captain Nice, can we follow you to the park?" "It" says, "Yes, if you have on red." (Any color can be named). All the children with red chase "It" around the play area. The child who tags "It" first is the new Captain Nice, and then names another color.

Show Me: Color Game

Materials: Children's individual boxes of eight crayons each.

Procedure: Children sit in a circle with boxes of crayons in front of them. The teacher (or child) sits in front and says "show me, blue", etc. Children hold up appropriate crayon.



Lollipop Man

Materials:	Paper lollipops...various colors, piano
Procedure:	Select a child to be lollipop man. Lollipops are spread on the floor, and the children are sitting in a circle. Lollipop man says: "Bring me my (any color) lollipop, (names child)". The child answers: "Here is your (color) lollipop." Play until majority of children get a turn and are aware of color. Then the teacher names a color; the child looks at his clothing for color, stands up and follows rhythm of the piano, jumping or galloping or giant steps, etc.

Find the Colors

Materials:	Box of crayons
Procedure:	Three or four children close their eyes. Another child chooses a crayon from the box, shows it to all in the room, except those with eyes closed. He then places it near an object of the same color. Children who were hiding eyes get up and search for the crayon. As each child finds it, he says, "red matches red", or whatever the color is, and sits down. When all the children have made discovery, the game is started again, with a different group hiding their eyes.

Cut a Matching Color

Materials:	Magazines, scissors, paste, paper, color cards.
Procedure:	Give each child a colored card. He searches through magazines looking for objects that color, cuts them out and pastes them on construction paper. He continues through basic colors to complete a scrapbook.

Color Change

Materials: Color cards, several of each color.

Procedure: Children sit in a circle, each with a color card. One child is in the center. When teacher calls a color, all children holding that color must change places. Child in the middle tries to get a seat. The one left is in the center and the game continues. This can be played with shapes and numbers.

I Saw

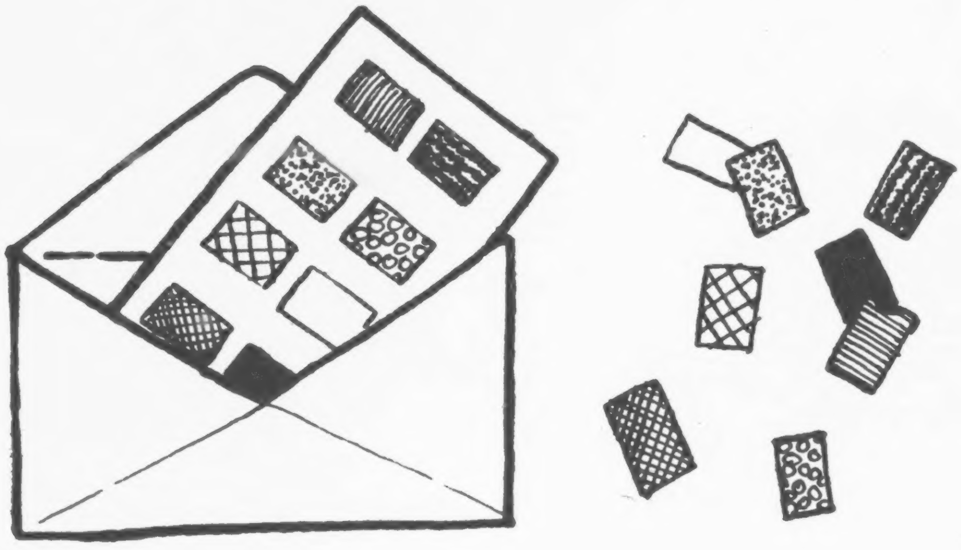
Materials: Colored cards to attach to the backs of the players. Two of each color.

Procedure: Circle formation, two children in the middle. These children have color cards attached to their backs. At a signal each tries to see the color on the other's back and call the color before the children count to ten. Loser chooses someone to take his place and game continues with new colors. This may be played with shapes, numbers, animals, i.t.a. Sounds and Symbols.

Color Chips

Materials: Paint chips, from a paint store, two of each color. Try to get many tones of one color.

Procedure: Paste a series of the chips on the outside of an envelope, using close tones together. Place the matching chips inside. Child tries to match them. Caution: Give each envelope a number and put a corresponding number on each loose chip to help if the contents of the envelopes become mixed.

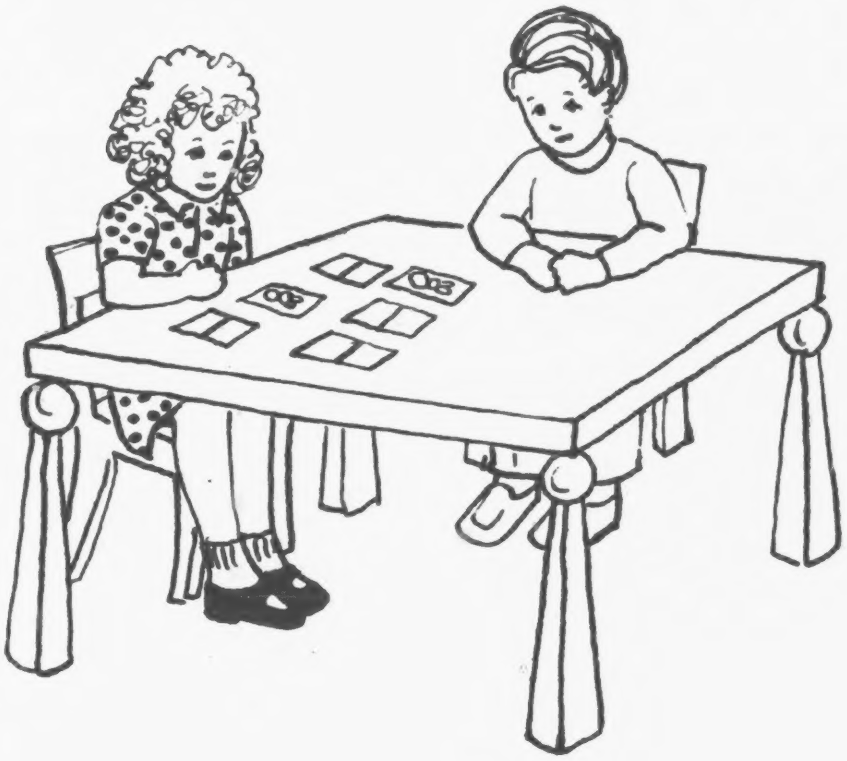


MEMORY

Visual memory tasks are aimed at helping the child retain an image presented for study and then removed. This can be accomplished with three demensional objects or with pictures or symbols. Once the child can retain a single-object image he is ready to move to visual memory tasks necessitating the retention of a series of images, as in a pattern.

Concentration

Materials: Cards, in matching pairs. Old Maid cards, Animal cards, or, for older children, regular playing cards are suitable.



Procedure: Show the group all the matching pairs and label them. Shuffle them and lay them face down on the table. Arrange them in rows at first, going to random scatter as the group gains experience with the game. First child turns up two cards. If they match, he removes them and tries again, turning two more. If they do not match, he turns them down again in their exact same place on the table, and only after making sure that everyone playing the game has seen what they are. The next child then takes a turn trying to find a pair. Winner is the child finding the most pairs.

What Did I See?

Materials:	Large pictures with detail, as black and white photographs from Banks Street College, or calendar pictures, or Teaching Pictures.
Procedure:	Display picture and discuss and have children enumerate contents. Cover picture or remove it. Then go around group for each child to name one item in the picture until memory is exhausted. Look at picture again to see what was not recalled.

Treasure Tray

Materials: A tray on which are displayed a few common objects, as pencil, clip, barrette, toy car, penny, rubber band, etc., a scarf to cover the tray.

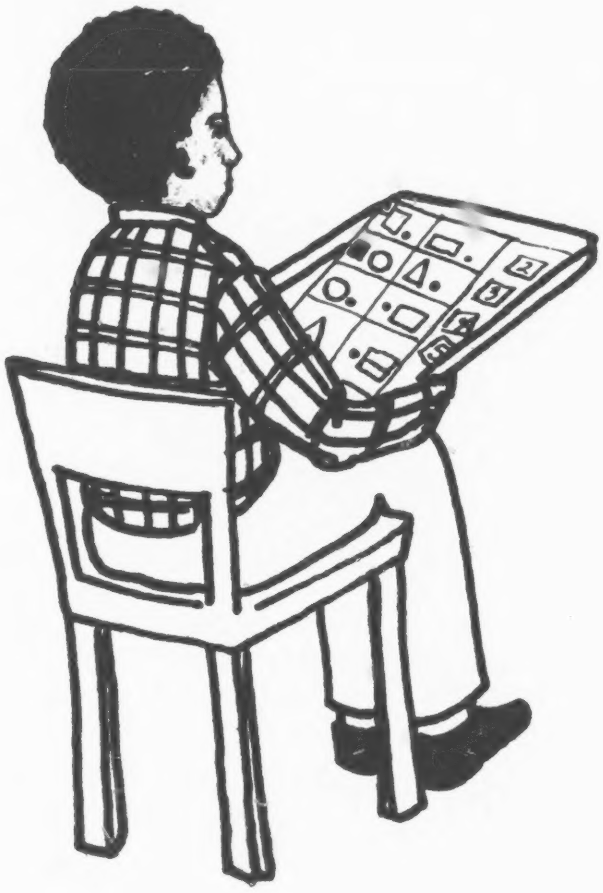
Procedure:

1. All examine the contents of the tray and label each item. Cover the tray and go around the group, each child recalling one item until all have been named. Look again at the tray items to check.

2. Cover the tray. Remove one item. Uncover the tray. First child to name the missing item chooses the next thing to be removed. Vary by removing more than one thing. Children will be delighted if you sometimes only pretend to remove an item!

Visual Imagery Cards

Materials: Tagboard cards with copies of Kane-Getman; Physiology of Readiness, for each child depicting whole series of cards. Sets of numerals 1-10 for each child on small tag-board cards.



Procedure: 1. Pass out mimeographed sheets and sets of numerals to each child.

2. Teacher tells children to close eyes and open to "take a picture" when she says "click." Child puts numeral

1 on the square of his mimeographed sheet showing the slide teacher presented.

Variation: For younger children who are not yet ready to handle the numerals, give each child a small block. He places this in the proper square and the teacher checks after each presentation to see that each child has his block in the correct place.

Flannel Board Cut Outs

Materials: Flannel board and cut-outs.

Procedure: Place three cut-outs on the flannel board. Have children take picture with their eyes. Check and remove the cut-outs. Have a child remake the pattern. Increase cut-outs later to four.

What's Different?

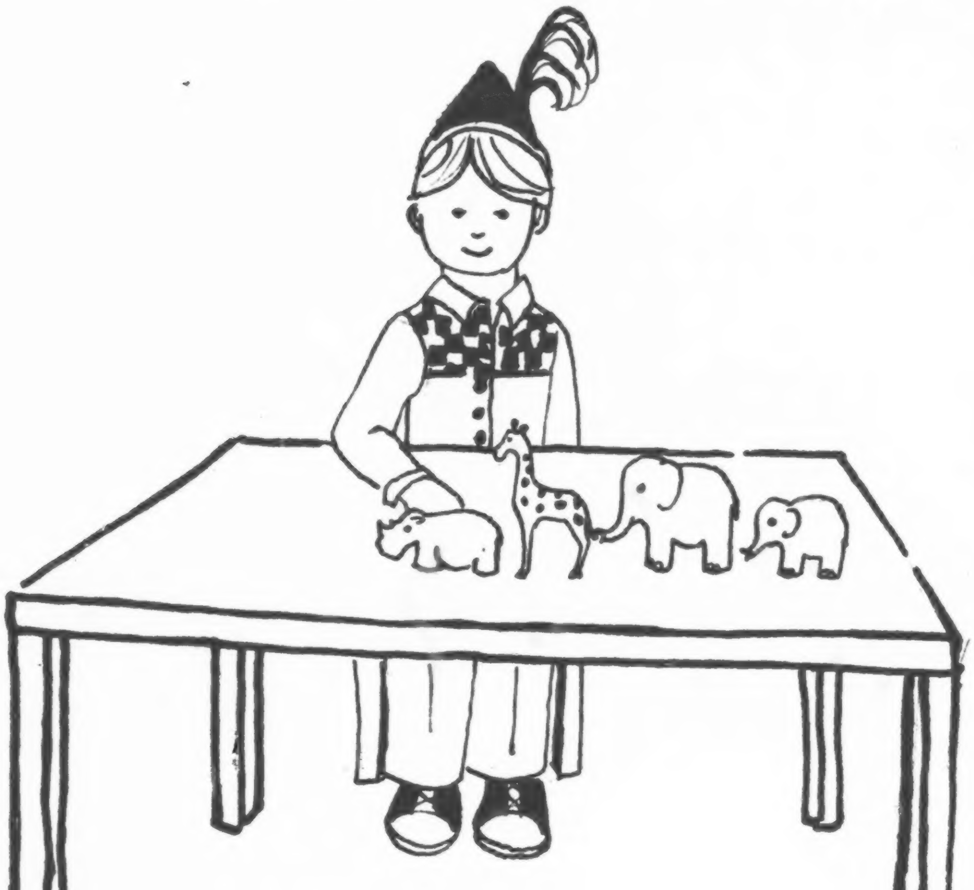
Materials: A ditto sheet with three objects on it, and a second ditto sheet with two of the objects on it the same as on the first sheet, but one different.

Procedure: Let child study sheet number one and then turn it over. Pass out second sheet. Have child circle or color the object that is different.

Animal Parade

Materials: A number of toy wild animals, at least one for each child playing.

Procedure: Line up the animals in parade formation. Study the order of the animals. Appoint a Parade Master to change the line of march while the other children hide their eyes. After rearranging the animals, the Parade Master asks one child to put them back in the original order.



What Did You See?

Materials: Paper, folded into fourths, one for each child. Outlined pictures of simple objects.

Procedure: Hold up picture (outline) of the object for a few seconds, then cover it and let the children draw on their paper what they remember they saw.

Variation: Hold up one outline - let the children observe, then place it with two or three others and have child pick out the original drawing.

What Do You Have?

Materials: Enough small objects (small enough to be easily hidden in the child's lap) for each child to have one.

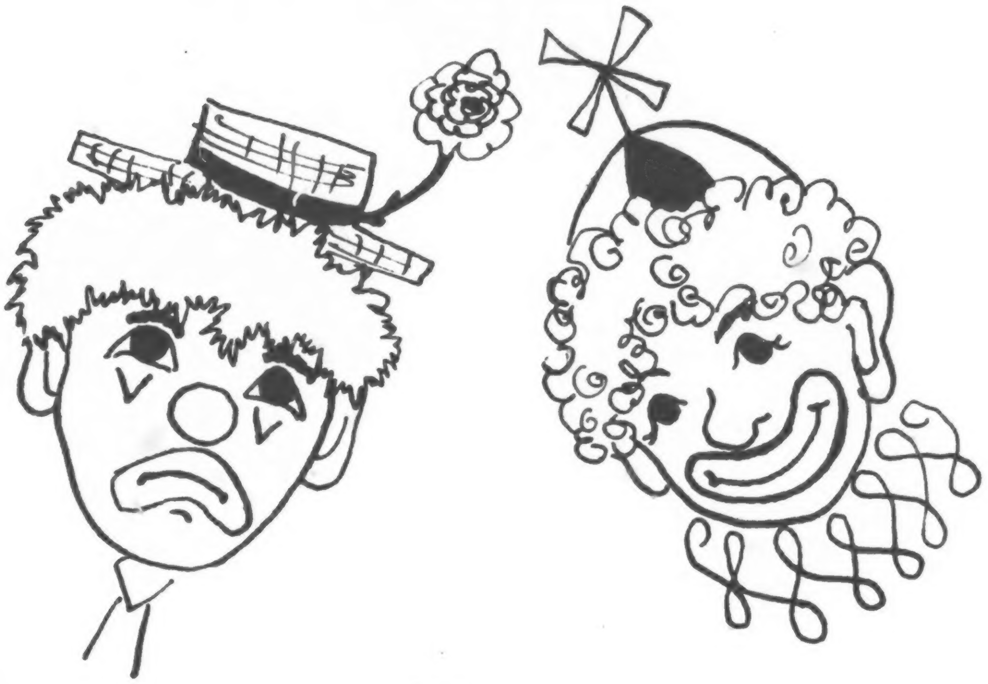
Procedure: Display all the objects and let each child choose the one he wants to have to start the game. Go around the circle saying all together, "Jane has the car, Jim has the ball, Bob has the comb, etc." Each child then hides his object in his lap. Teacher asks one child to start by asking another child for the item he has hidden. For instance, Jane, says, "Bob, may I please have the comb?" If Bob has the comb he must give it to Jane who displays it on the table in front of her. If Bob does not have the comb, he tells her so and the turn passes to him. If Jane is successful, she may be allowed to continue to try to collect other items or the turn may be passed on around the group.

COMPREHENSION AND INTERPRETATION

Comprehension and interpretation involves the ability to react to pictures so that there is true meaning which can be responded to, evaluated and incorporated into one's own thoughts and experiences. Some of the most important interpretive skills are grasping the main idea, forming and responding to sensory images, sensing the emotions and motives of story characters, perceiving relationships, organizing ideas, and generalizing.

See and Say

Materials: Action pictures, as children playing, cars racing, animals hiding. Pictures depicting emotions, as happy clown, sad clown, baby crying, laughing, surprised, frightened.



Procedure: Display pictures and ask questions, as "What are the children doing and Where are they?" "Is the baby happy or sad? Why?"

What Is It?

Materials:	Pictures of animals
Procedure:	Give a child a picture of some animal. Have him give you five descriptive terms:

1. It has four legs.
2. It gallops.
3. It has hair all over.
4. It wears a saddle sometimes.
5. It neighs.

Picture Game

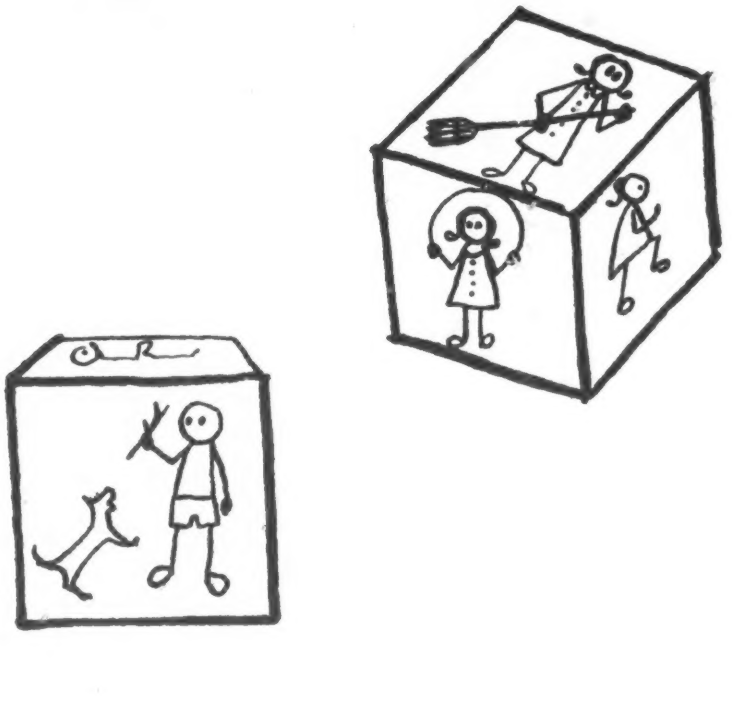
Materials:	Various individual pictures of activities (such as children playing outdoors.)
Procedure:	Child chooses three pictures which he holds up and names. He then gives the pictures to three children. He sits back down and calls each child by name asking for the specific pictured activity he gave to him. If he asks for right picture, the child returns it to him.

Object: to recollect all three pictures.

Story Time

Materials: Cubes of styrofoam or blocks covered with a picture or action scene on each side.

Procedure: Child rolls the cube. He observes the top picture or activity and tells about it in a sentence. He can roll two cubes and use both top pictures to interpret and put into a sentence.



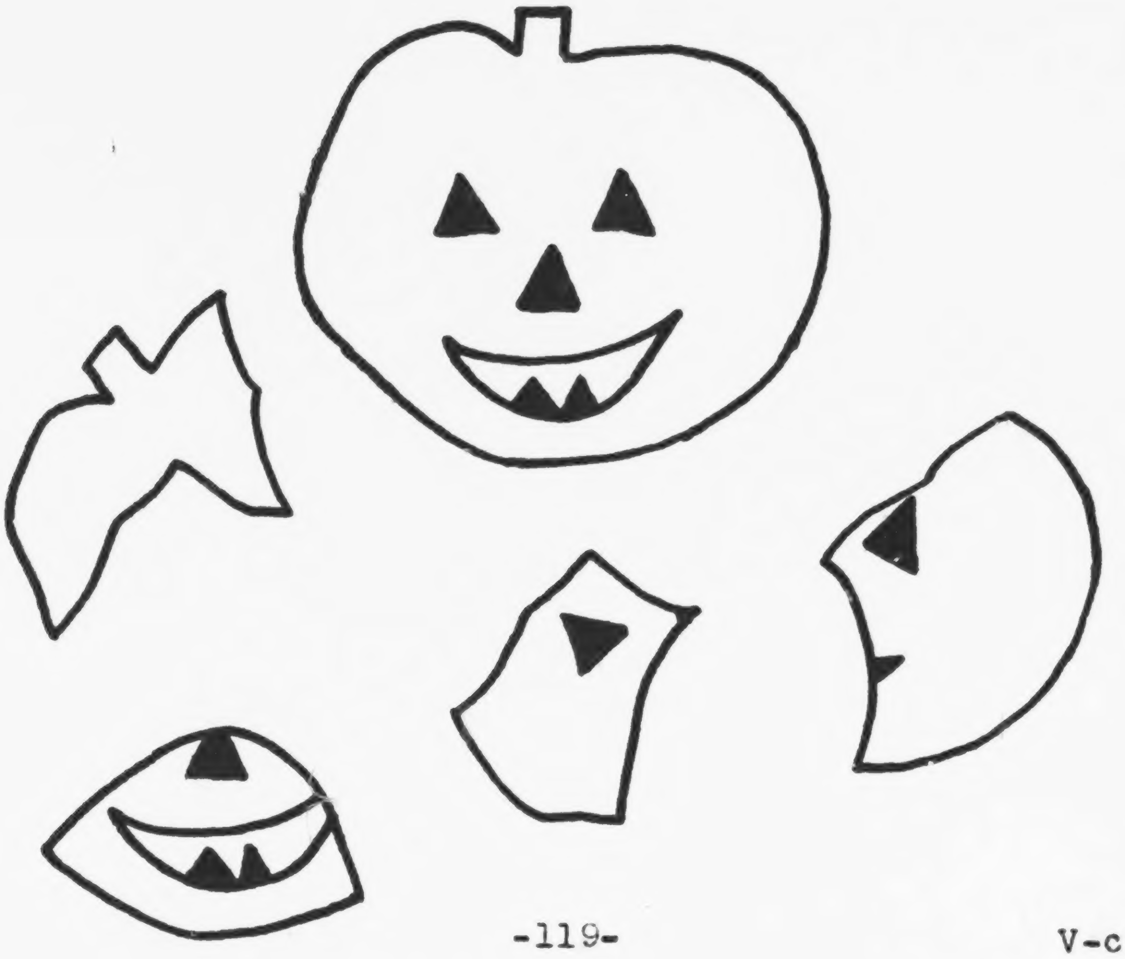
Create-a-Puzzle

Materials: Paper, scissors

Procedure: Give each child an outline of an object such as a pumpkin at Halloween.

Each child makes his own variety of Jack-O-Lantern, cuts it out, cuts it into four pieces, marks the pieces on the back so he can identify them as his.

Children see who can put puzzle together quickest. They can exchange puzzles with each other and try a different one.



The Snowmen

Materials:	Three snowmen for the felt board, three hats in three different colors, three pair of mittens to match the hats, three scarfs to match the hats and mittens.
Procedure:	Children "dress" each snowman in one color or Children follow directions, as, "Give one snowman a green hat and a green scarf and black mittens."

Describe It

Materials:	None
Procedure:	Describe something or someone in the room and have the children try to guess what you are describing: "It has four legs, it is all brown, and a vase of flowers is sitting on it." From this activity move on to familiar objects that are not in view: "It can hang from wires or sit at the top of a post. It has a red light, a yellow light, and a green light."

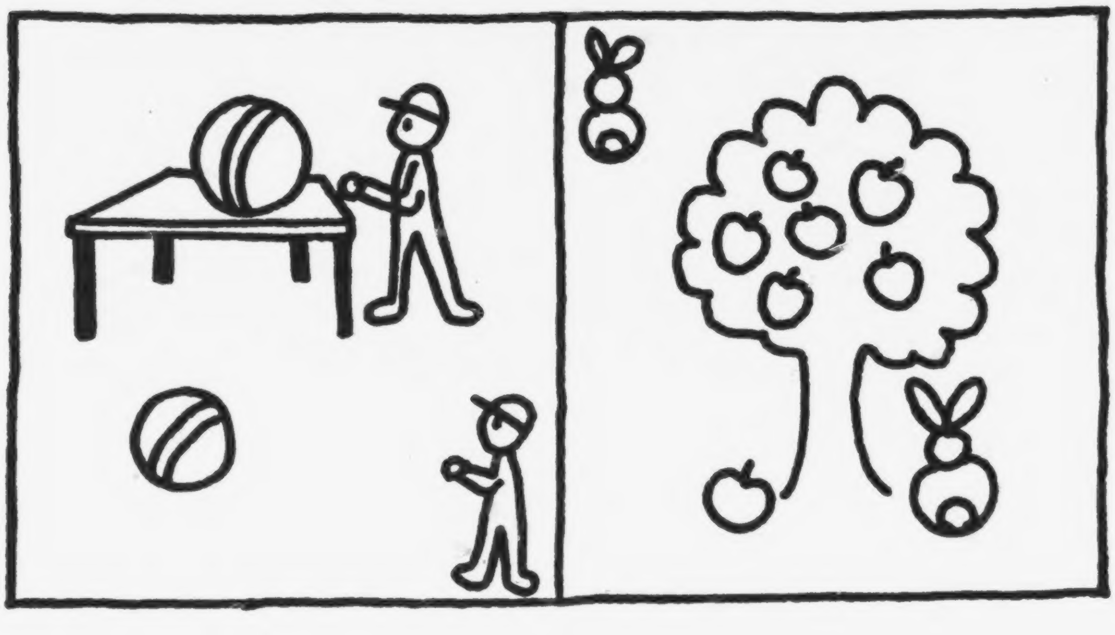
PERCEPTION OF SPACE

Perception of space requires the observer to perceive the relationship of himself to two or more objects and their relationship to each other. Additional activities relating to this skill may be found in Booklet I, p. 124, and Booklet III, p. 86.

To help the teacher identify children who need specific training in the visual area, a class inventory check list has been included on p. 127 .

Find the Right One

Materials: Work sheet with simple pictures (see illustration below.)



Procedure: Give directions to emphasize space relations: "Look at picture #1. Put an X on the ball that is on the table. Put a circle around the boy farthest from the table."
"Look at picture #2. Put a ring around the rabbit nearest the tree. Draw a ring around the apple under the tree. Put an X on the apple highest on the tree."

Inside or Outside

Have children arrange objects in room inside and outside of other things. For instance, ball in box, ball outside, doll in playhouse, doll outside, etc.

Beads in Boxes

Materials: Three beads in a box

Procedure: This activity helps children relate to the meaning of prepositions: in, out, between, above, under, on top of, next to, beside, over. Following the teacher's direction, children place bead(s) in position with box or other beads. For concept of "over", pretend box is hill to go "over."

Three children stand, one of whom follows the teacher's direction, and positions himself in relation to others, such as beside, between, etc.

Bigger Than I

Materials: Pictures of objects or animals.

Procedure: Put pictures of objects or animals in circle. Have designated children go into circle and take out a picture of something that is bigger than he is; i.e., pictures of houses, trees, a bunny, cup, pencil, fish, bird, elephant, horse, dollar.

Is It Larger or Smaller?

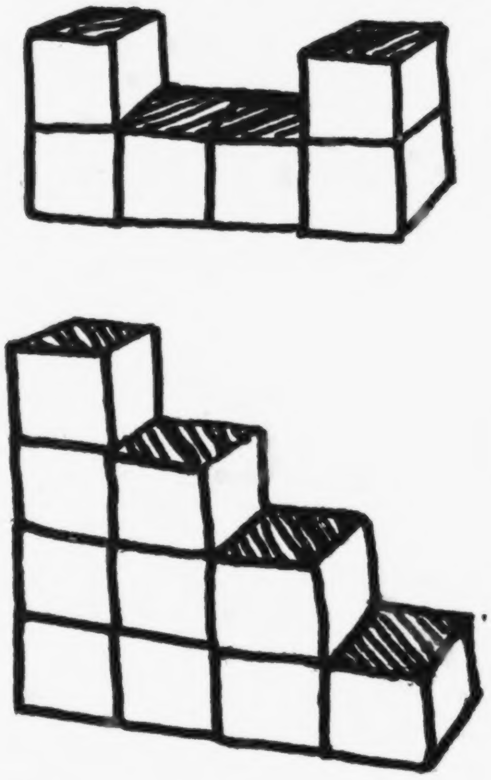
Materials: Mimeograph sheets, one with a variety of objects, most of which are larger than child's body. Other sheet contains objects which generally are smaller.

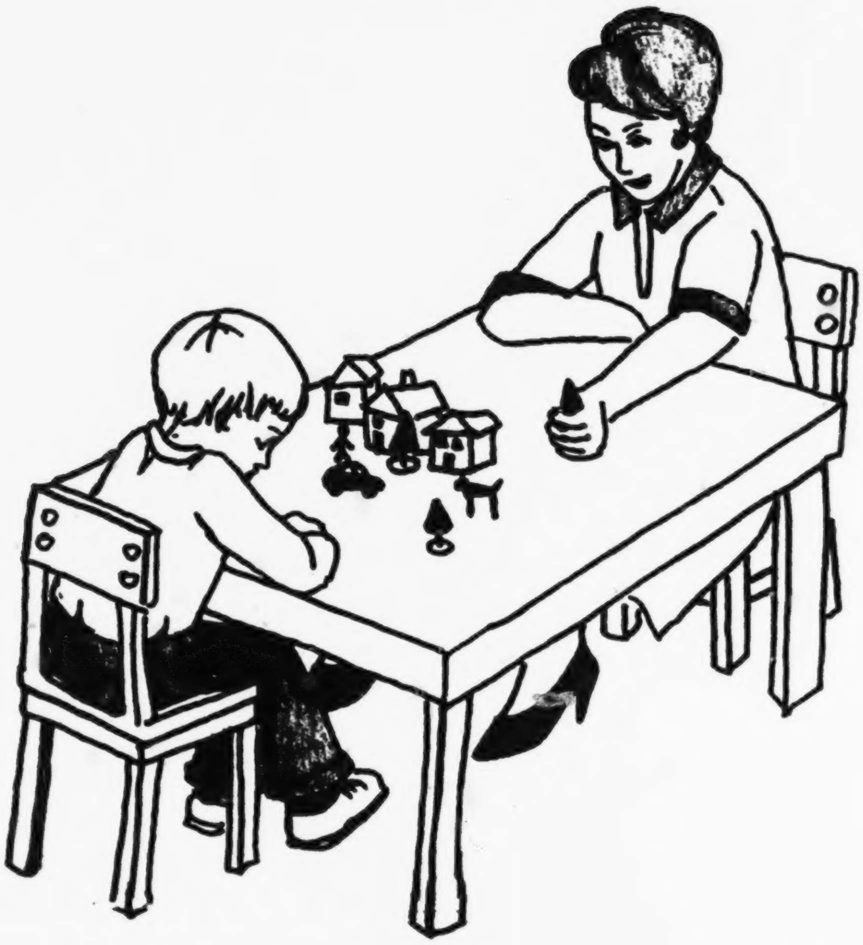
Procedure: Introduce activity by working with three dimensional objects in the room. Give child work sheet, let him encircle and color things larger than (or smaller than) himself.

Cube Patterns

Materials: Blocks or colored cubes.

Procedure: Demonstrate a cube pattern, as illustrated below, and have child copy it. Later, patterns can be made on paper and child copies from it.





Scenes

Materials: Small objects, such as animals, trees, houses.

Procedure: Start with a few objects and create a scene. Have the child carefully observe the position of the objects. Ask him questions, such as : "Is the dog in front of or behind the house?" The child closes his eyes and the teacher moves objects. Child opens his eyes and tries to put objects back in their original places.

Bead Patterns

Materials: Individual boxes with string and beads.

Procedure: Children are given small box with beads and string. The teacher makes a pattern of beads on her string, and the children copy it. After the child completes his pattern, the teacher holds hers next to his, so that it can be checked. Later, as the children become more proficient, the teacher shows her pattern for a short time, then hides it, and the children copy from memory.

Puzzles

Materials: Old workbooks or calendars

Procedure: Two identical pictures are used. One is cut into squares as a jigsaw puzzle. The other serves as a guide to reassembling the puzzle.

Class Activities Inventory

Visual Skills

	Age	Date		
Points to object named in book	1½			
Names action shown in picture	3			
Fits forms into form board	3			
Names 3 objects in picture	3			
Visually matches 6 of 10 basic geometric outlines	3½			
Visually matches 8 of 10 basic geometric outlines	4			
Sorts 20 buttons of same shape according to 2 colors	3½			
Points to picture (as animals) matching one shown	3½			
Points to a missing part of familiar items	4			
Recognizes same/or different for 2 simple pictures	4½			
Responds to picture with description	5			
Names colors	5			
Assembles simple picture puzzles (3-6 pieces)	5			
Finishes simple incomplete designs	5			
Copies simple dot-to-dot patterns	5-6			

Visual discriminarion sequence: external form, relative size, or number of items.

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COMMERCIAL MATERIALS - Continental Press Mimeograph Work Sheets

Skill	Package	Level	Page
Perceptual Matching	1. Visual Motor Skills	I	5,6,7,8,9,10,11,12,17,18,21,22,23,24
		II	3,4,5,6,7,8,9,10,11,12,17,18,21,22,23,24
	2. Visual Readiness Skills	I	5,8,9,10,11,12,13,14,15,16
	3. Independent Activities	I	1,2,3,4,5,6,7,8,9,10,11
		II	1,2,3,4,5,6,7,8,13,14
Visual Discrimination	1. Visual Discrimination	I	1,2,3,4,5,6,7,8,15,16,17,18,19,20,21,22,23,24
		II	1,2,3,4,5,6,7,8
	2. Visual Readiness Skills	I	17,18,19,20,21,22,23,24
	3. Independent Activities	I	14,15
		II	11,12
Perception of Space	1. Visual Motor Skills	I	13,14,15,16
		II	13,14,15,16
	2. Independent Activities	I	12,13
		II	9,10
	3. Thinking Skills	II	9

The above may be obtained from:

Continental Press
22 S. State St.
Elgin, Illinois

COMMERCIAL MATERIALS - Follett Mimeograph Work Sheets

Skill	Visual Perceptual Ability	Specific Area of Training	Exercise Number
Recognizing Objects from pictures	Perceptual Constancy	Shape Constancy	P.C.1-37
		Size Constancy	P.C.38-42,45
Perceptual Matching	Figure Ground Perception	Intersecting lines	F.G. 1-15
		Intersecting figures	F.G. 16-20
		Hidden figures	F.G. 21-31
		Overlapping figures	F.G. 32-44
		Figure Completion	F.G. 45-57
		Figure Assembly	F.G. 58-59
		Same and Different	F.G. 60-64
	Perceptual Constancy	Size Constancy	P.C. 43
	Spacial Relations	Similarities & Differences	S.R. 5-17
		Figure Completion	S.R.25-40
		Completing Dots	S.R.41-50
		Assembly of Parts	S.R.69-85
Visual Discrimination	Figure Ground	Reversal of Figure Ground	F.G.65-69
	Position in Space	Reversals & Rotation	P.S.1-11
		Position of Details	P.S.12-25
		Mirror Pattern	P.S.26.36

Follett Publishing Co., 1010 W. Washington, Chicago, Ill.

COMMERCIAL MATERIALS

Beginning Pictures and Patterns, Advanced Pictures and Patterns, Intermediate Pictures and Patterns, Follett Publishing Co., 1010 W. Washington, Chicago, Illinois.

Continental Press, 22 So. State St., Elgin, Illinois.

Creative Playthings, Princeton, N.J.

Fer Will Object Kit, The King Co., 2114 W. Lawrence Avenue, Chicago, Illinois.

Informal Reading-Readiness, Let's Look, Chandler Publishing Co., 124 Spear St., San Francisco, Calif.

Let's Imagine Sounds, Let's Imagine Thinking Up Things, Let's Imagine Being Places, E.P. Dutton, 201 Park Avenue, South, New York, New York

Peabody Language Kit, American Guidance Service, Inc. 720 Washington Ave., S.E., Minneapolis, Minnesota

Teaching Aids (in accordance with Montessori), A.Daiger & Co., 159 West Kinzie St., Chicago, Ill., 60610.

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Lion's Publication; Template Procedure, Winter Haven Lion's Publication Committee, P.O. Box 1045, Winter Haven, Florida.